Professional Development Leadership Academy

PDLA

Professional Development Leadership Academy

**Professional Development
Leadership Academy**
presents

Arizona's Professional Development Planning Guide

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Membership Information

This publication was developed by the Professional Development Leadership Academy (PDLA) and was funded by the Arizona Department of Education. The PDLA Coordinator is Miriam Podrazik. Members of PDLA provided leadership and support for this project. A list of members for the 2002–03 school year follows:

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Professional Development Leadership Academy (PDLA) sponsored fifteen interagency teams during the 2002–03 school year to attend trainings and develop capacity building professional development projects. These teams provided motivation, guidance, and feedback for developing the Professional Development Planning Guide. A list of the teams and the key contact person follows:

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The authors encourage you to contact them to provide input into future revisions and for additional assistance regarding the use of the Professional Development Planning Guide.

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Dear Fellow Educators,

On the occasion of the release of the Professional Development Planning Guide I would like to share with you the important work the Professional Development Leadership Academy (PDLA) is engaged in. The PDLA is an organization of diverse members focused on developing a statewide system for professional development in Arizona. Spearheaded by the Arizona Department of Education in partnership with local education agencies, members of the PDLA include teachers, parents, district administrators, superintendents, charter school directors, professional development and curriculum specialists, special education directors, education services coordinators, higher education administrators and professors, legislative analysts, Arizona Board of Regents members, Arizona Department of Education professionals, and others who collaboratively promote a results-based system of professional development with the aim of improving the education of Arizona's children.

Recent legislative action through the No Child Left Behind Act (NCLB) has emphasized the importance of effective professional development in order for all learners to reach their potential. Accountability requirements have increased along with the emphasis on expanded professional development, creating new opportunities and challenges for the implementation of high quality, effective professional development.

Each year millions of dollars are spent on professional development in Arizona. Yet, the future and success of Arizona students will remain at stake if money is continually spent on professional development that is irrelevant, unfocused or not results-driven. Careful and strategic planning is crucial to ensure the resources— time, money, effort, and leadership— are targeted toward the desired results—increased student achievement.

Accordingly, this technical assistance document has been designed to help educators at schools, districts, counties and other public education agencies to design effective professional development plans and to support PDLA's efforts to create educators who are knowledgeable and skilled leaders in the area of professional development. It has been developed, tested, and revised with the generous assistance of PDLA school, charter, district, and county teams throughout Arizona. We welcome and solicit your feedback to make this document as useful as possible in guiding your professional development efforts.

On behalf of Arizona's families and citizens, thank you for your leadership and hard work to improve the education of children through your professional development and school improvement efforts.

Sincerely,

Miriam Podrazik, Coordinator
Comprehensive System of Personnel Development

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Planning For Quality Professional Development

Professional Development and the Link to Student Achievement

Professional development has taken on increased importance and brought about fresh challenges in an era directed toward school improvement and accountability. Recent research and experience tells us that professional development focused on student achievement is essential to creating high performing schools.

The drive for increased student achievement has challenged us to move beyond disconnected, infrequent, 'sit and get' staff development sessions based on accumulating clock hours to results-driven, standards-based, and job-embedded professional learning (Roy, 2003). Research has proven that students achieve when they are taught by qualified teachers who teach in the subject areas in which they were trained. To have qualified teachers, we must first impact those who lead the children—the teachers, paraprofessionals, administrators, and other support personnel. High performing personnel who are able to accurately identify areas of student need, develop focused strategic approaches to assist students' learning, and evaluate their effectiveness are developed by participation in high quality focused professional development.

> **Nine Characteristics of High Performing Schools**
> - Clear and shared focus
> - High standards and expectations for all students
> - Effective school leadership
> - High levels of collaboration and communication
> - Curriculum, instruction, and assessment aligned with standards
> - Frequent monitoring of learning and teaching
> - Focused professional development
> - Supportive learning environment
> - High levels of family and community Involvement
>
> *Washington State Office of Superintendent of Public Instruction (2002)*

Accomplishing the goal of having all Arizona students meet or exceed the State Academic Standards requires substantial change—deep change. Dennis Sparks explains,

"Deep changes demand not only the acquisition of new knowledge and skills on the part of educators but 'transformative learning' that affects their beliefs and assumptions about learning, teaching, and leadership. …Deep Change differs from incremental change in that it requires new ways of thinking and behaving. It is change that is major in scope, discontinuous with the past and generally irreversible" (2003, p. 2-1, 2-2).

Deep change also requires acting on a clear and focused plan of what we want to accomplish. Such coordination between organization members requires planning to develop shared vision and goals, determine how to accomplish the goals, and evaluate progress. Planning for effective professional development is the most critical step toward ensuring the intended outcomes for both student and educator learning. Planning for results entails making changes in the organization, including leadership practices, curriculum, instruction, assessment, support services, policies, and programs. (In addition, deep change also involves understanding learning, the nature of schools and school

improvement, and the change process.) Given the high requirements of accomplishing deep change, it is no wonder that professional development has jumped to the forefront in developing effective approaches to increasing student achievement.

High Quality Effective Professional Development

High quality professional development starts with a broad understanding of professional development that will extend beyond the typical beginning of the year motivational orientation, the short-term training session, and the occasional conference. Three definitions worth noting include the definitions provided by the National Staff Development Council (NSDC), Arizona's Professional Development Leadership Academy (PDLA), and the No Child Left Behind (NCLB) legislation. The NSDC definition highlights the importance of attending to attitudes and beliefs necessary for learning, in addition to knowledge and skills. The PDLA definition emphasizes the importance of a systemic process that results in increased student achievement. The full text of the NCLB definition is included in the Glossary and Acronyms document in Chapter 5, Professional Development Resources. That definition lists specific activities that are included in the term professional development. Most notably, it emphasizes the importance of high quality, sustained, intensive professional development activities and does not include one-day or short-term workshops or conferences. Equally important in the NCLB definition is the emphasis on providing scientifically research-based activities and on qualifying teachers in content areas.

Defining Professional Development

National Staff Development Council:
Professional Development is the means by which educators acquire or enhance the knowledge, skills, attitude and beliefs necessary to create high levels of learning for all students.

Professional Development Leadership Academy:
An ongoing, planned, comprehensive, collaborative, and systemic process that is dynamic and brings significant, accountable, goal-directed change for all stakeholders resulting in increased achievement for all learners.

Participation in professional development that is disconnected from our daily responsibilities and has no lasting impact has been a common experience for many educators. How does one ensure that high quality, meaningful, and effective professional development is the norm and that it directly impacts student learning? Guidance is provided in these principles suggested by the U.S. Department of Education. The Arizona Education Association has adopted similar principles of professional development (2003, p. 1).

Contemporary professional learning is results-driven, standards-based, and job-embedded. Results-driven professional learning starts and ends with student needs. First, student needs are assessed to determine where we want to see improvement; then, these results are used to determine areas for educator development; finally, examination of students' results determines the effect of the professional learning efforts.

U.S. Department of Education Principles

High quality professional development:

- Focuses on teachers as central to student learning, yet includes all other members of the school community.
- Focuses on individual, collegial, and organizational improvement.
- Respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community.
- Reflects the best available research and practice in teaching, learning, and leadership.
- Enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards.
- Promotes continuous inquiry and improvement embedded in the daily life of schools.
- Is planned collaboratively by those who will participate in and facilitate that development.
- Requires substantial time and other resources.
- Is driven by a coherent long-term plan.
- Is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning, and this assessment guides subsequent professional development efforts.

Professional learning is also based on standards. Student results are based primarily on Arizona's Academic Standards, while teacher results may additionally be based on Arizona's Professional Teaching and Administrator Standards. Professional development is grounded in National Staff Development Council's Standards for Staff Development. Other standards will also influence specific areas of focus, helping us organize our thinking about the topic and set the bar for what we are trying to accomplish.

Finally, contemporary professional learning is job-embedded, a part of the daily routine. It is integrated with staff meetings, grade-level meetings, school improvement teams, and other regular activities and is supported by school calendars, accountability measures, incentive systems, and personnel policies. A continuous cycle of results-driven, standards-based, and job-embedded professional learning that is strategically planned and evaluated, will result in increased learning for both educators and students.

Purpose of the Guide

Planning for professional development should result in a flexible working document that is used to guide a comprehensive professional development. It should be revisited annually as part of an ongoing process for continuous improvement. The best professional development is designed by those who will be involved and for the specific audience it will impact. The purpose of a guide is to help educators develop the insights, knowledge, and skills they need to become effective classroom instructors and school leaders. The objective of Arizona's Professional Development Planning Guide is to provide school professional development teams with the knowledge, skills and tools to:

- Define and recognize quality professional development.
- Become familiar with NCLB requirements and current research.
- Understand basic principles of results-based professional development

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- Develop professional development plans for schools that (a) involve relevant stakeholders, (b) focus on increased student learning as the end result, (c) provide effective planning, formative, and summative evaluation mechanisms to guide improvements and measure impact, (d) draw on scientifically-based research and practice and (e) meet state requirements for professional development plans.

- Identify sources of funding.

- Identify key resources that provide additional information.

How to Use the Guide

The Planning Guide is designed to provide the most essential information to support individuals and teams as they develop comprehensive professional development plans.

It is divided into five chapters. The first chapter gives a brief introductory discussion on professional development and its link to student achievement. The second chapter provides foundational information on the NCLB requirements for professional development, NSDC Standards for Staff Development, and models and levels of professional development. Accountability measures and evaluation are the focus of the third chapter. In Chapter 4, an eight-step process is provided to guide the development of comprehensive professional development plans. A template to record your work follows a brief explanation of basic information for each step. You may want to make decisions about where you can pull information from other sources, which steps you will focus on now, and which you will skip until later, depending on your purpose for using the templates. Additional resources and reference materials are included in Chapter 5.

The Planning Guide is designed to be both flexible and comprehensive. The purpose for the guide is to assist schools, charters, districts and other public education agencies in providing information necessary to include in their professional development plans required by NCLB. The Guide can also be used to manage and guide the continuous improvement process for those responsible for professional development, such as directors, coordinators, grant managers, and others. It can be used as a comprehensive tool to help pull together professional development elements of other plans, such as school improvement plans or technology plans, for example. Lastly, it can be used to guide first efforts at developing improvement plans at the school, district, or county level or for other public education agencies that serve students.

This guide is an attempt to provide tools to assist Arizona's schools, districts, counties, and other public education agencies in providing high quality professional development that improves student achievement. It is intended that this be a "living" document that will be revisited and revised as needed or as new information becomes available. In order for this document to be most effective, your feedback in using the guide is essential to this process. A feedback form is provided in Chapter 5, along with telephone, e-mail, and mail contact information.

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Chapter 2

Building a Foundation for Quality Professional Development

Building A Foundation For Quality Professional Development

Before beginning to plan professional development there are some essential understandings that will assist in developing a strong foundation for professional development programs. Planners should keep in mind specific federal funding expectations for professional development. These must be kept in the forefront as planners proceed. The NSDC Standards for Staff Development are the basis for effective professional development. Knowledge of professional development models and when to choose one model over another is crucial to planning. Using levels of professional development will also provide a measure of variation and accountability. The next chapter includes basic information on professional development accountability and evaluation systems. While this information is by no means comprehensive or inclusive, it is basic to developing and planning an effective professional development and will provide a sound starting point for planning activities in Chapter 4.

Federal Professional Development Requirements

The reauthorization of the Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act (NCLB), was signed into law on January 8, 2002, with a six-year authorization. A summary of the NCLB goals and indicators specific to Arizona can be found in Chapter 5.

The ESEA reauthorization focuses on four areas: accountability for results, flexibility/local control, highly qualified teachers, and funding for what works. Each of these provisions has implications for professional development. Accountability for results requires that every student's progress and achievement be measured every year in reading/language arts, mathematics now, and science starting in the 2005–06 school year. The law allows for more decision making about how funds are spent at the local level. The funding for what works requires that funds be spent on systems of teaching and learning proven effective through scientifically based research.

Scientifically based research and practice are employed systems of teaching and learning that are researched and proven to be successful or effective. The NCLB (ESEA PL 107-110)[Section 9101(37)] defined "scientifically based research" for *reading*, which may also be applied to other disciplines. This definition follows:

The term scientifically based reading research means research that

    (A) applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties; and

    (B) includes research that

        (i)   employs systematic, empirical methods that draw on observation or experiment;

        (ii)   involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

        (iii) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and

        (iv)   has been accepted by a peer-review journal or approved by a panel of independent experts through a comparatively rigorous, objective, and scientific review.

www.ed.gov/policy/elsec/leg/esea02/index.html

The highly qualified provision requires that all newly hired teachers be "highly qualified" beginning with the 2002–03 school year. All currently employed teachers must be "highly qualified" by the 2005-06 school year. Teachers must meet certain criteria be considered "highly qualified." They must hold a bachelor's degree, a valid state certificate, and pass a state content area test or hold an advanced degree in the content area, hold National Board Certification in the content area or have completed 24 hours in the content area or show experience based evidence of knowledge. Enhancing Arizona's Highly Qualified Teachers Rubric is included in Chapter 5, which provides the worksheet and additional information for determining if a teacher is considered "highly qualified". Paraprofessionals are also required to meet "highly qualified" requirements, specifically completion of an AA degree or two-year equivalent or pass a paraprofessional assessment.

Other teacher quality provisions require professional development to be "high quality, sustained, intensive and classroom focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom." The professional development program must be aligned with State Academic Standards, based on effective practices and results, and schools must describe how they will evaluate the programs quality. These elements must be included in a Professional Development Plan submitted as a part of the Final LEA Consolidated Plan.

Federal Professional Development Plan Requirements

The NCLB Final LEA Consolidated Plan must include a Professional Development Plan based on a needs assessment and must include the descriptions of the professional development activities to be carried out by the LEA as listed below. A comprehensive approach to the development of the plan should be taken in order to ensure that all teachers are highly qualified and able to assist all students to meet the Arizona Academic Standards.

Prepare to include a description of each of the following when submitting your final plan:

- Results of the local needs assessment;
- Activities to be implemented with program funds;
- How those activities are based on scientifically based research and how they will have a substantial, measurable, and positive impact on student achievement and how the activities will assist in eliminating the achievement gap between low-income and minority students and other students;
- How the LEA will coordinate activities funded with Title II-A funds with those funded through other federal, state, and/or local programs;
- How the LEA will ensure that the professional development needs of teachers, principals, and assistant principals will be met;
- How the LEA will ensure that Title II-D funds will be integrated with Title II-A funds to train teachers to integrate technology into their curricula and instruction;
- How the LEA's teachers, paraprofessionals, parents, principals, and others have collaborated to write the plan and will collaborate in the activities planned;
- How the LEA will provide training to ensure that teachers are able to teach to the needs of students with different learning styles, improve student behaviors, involve parents in their child's education, and understand and use data and assessments to improve classroom practices and student learning; and
- How the LEA will use funds to annually increase the percentage of highly qualified teachers and paraprofessionals in order for all to meet the goal of all teachers and paraprofessionals being highly qualified.

An important point is that other federal reauthorizations such as IDEA and the Carl Perkins Act are using the NCLB principles as a blueprint and have very similar types of requirements for professional development, as well as other provisions.

NSDC Standards for Staff Development

The Standards for Staff Development published by the National Staff Development Council (2001) provide a powerful tool to guide individuals and groups to strengthen current professional development efforts. The standards are organized into context, process, and content strands and are described below (p. 2):

- Context standards address the organization, system, and culture in which the new learning will be implemented. They describe the structures that must be in place for successful learning to occur.

- Process refers to the "how" of staff development. It describes the learning processes used in the acquisition of new knowledge and skills. Process standards address the use of data, evaluation, and research.

- Content refers to the "what" of staff development. Content decisions begin with an examination of what students must know and be able to do. Staff development content addresses the knowledge and skills that ensure all students are successful.

CONTEXT STANDARDS

Learning Communities: Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school district.

Leadership: Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.

Resources: Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

PROCESS STANDARDS

Data-Driven: Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

Evaluation: Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

Research-Based: Staff development that improves the learning of all students prepares educators to apply research to decision making.

Design: Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

Learning: Staff development that improves the learning of all students applies knowledge about human learning and change.

Collaboration: Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

CONTENT STANDARDS

Equity: Staff Development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for their academic achievement.

Quality Teaching: Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

Family Involvement: Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

Effective professional development entails using all of these dimensions and understanding how they interact to produce the desired results. Each of the standards is presented below for your reference and use. Please refer to NSDC's Standards for Staff Development publication for further explanation, rationale, case studies, discussion questions, next steps, and selected references.

In addition to the Standards for Staff Development, other standards that require our attention must include Arizona's Academic Standards, Arizona's Professional Teacher Standards, and the Interstate School Leaders Licensure Consortium's Standards for School Leaders.

Links to Standards
Arizona's Academic Standards   www.ade.az.gov/standards/contentstandards.asp
Arizona's Professional Teacher Standards   www.ade.az.gov/certification/downloads/teacherstandards.pdf
ISLLC Standards for School Leaders   www.ccsso.org/content/pdfs/isllcstd.pdf
NSDC Standards for Staff Development   www.nsdc.org/educatorindex.htm

Professional Development Models

Understanding a wide range of professional development models is crucial to being able to select the appropriate professional development activity for the appropriate time. Like teaching strategies, models must be carefully selected to most effectively accomplish the learning objective. Thomas Guskey in his book "Evaluating Professional Development" (2000, pp. 22-29) analyzes seven professional development models: training, observation/assessment, involvement in a development/improvement process, study groups, inquiry/action research, individually guided activities, and mentoring. There are other models and differing terminologies such as lesson study and learning communities, but these models can serve as a base for discussion. The definitions/characteristics and tips for success for each of these models are described below.

Analysis of Professional Development Models

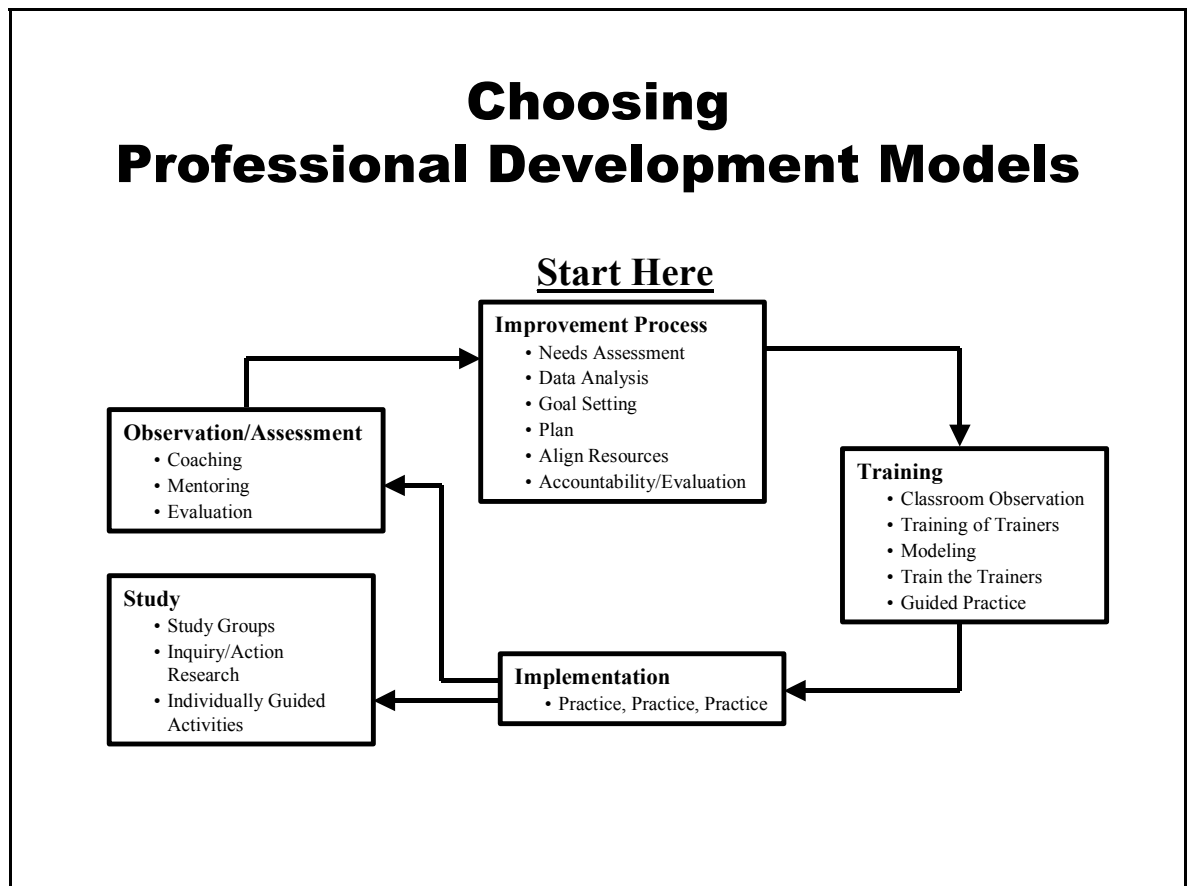| Training	
Definitions/Characteristics	Tips for Success
- Most efficient and cost-effective model for sharing ideas and information with large groups. - Provides a shared knowledge base and vocabulary - Typically involves a presenter or team of presenters that shares ideas and expertise through a variety of group-based activities. - Most common form of professional development. - Formats include large group presentations and discussions, workshops, seminars, colloquia, demonstrations, role-playing, simulations, and microteaching.	- Ensure that this training will meet needs of group. - Conduct surveys and data analysis to ensure focus on material that will make a difference in increasing student achievement. - Use group instruction in order to meet different levels of training needs. - Effective training generally includes an exploration of theory, demonstrations or modeling of skills, and simulated practice. - Provide additional follow-up activities for feedback and coaching necessary for successful implementation in the workplace/classroom.

Observation/Assessment	
Definitions/Characteristics	Tips for Success
- Provides benefits to both the observer and the one being observed. - Helps break down the isolation of teaching and school administration by having colleagues work together on shared improvement goals. - Uses collegial observation to provide educators with feedback on their performance. - Examples: include peer coaching, and clinical supervision.	- Observations that are well planned, focus on specific issues, and provide follow-up to document improvements are generally the most effective. - Plan on the commitment of significant time for both observer and the one being observed. - Ensure that there is a separation from the observation/assessment for professional development purposes from the formal evaluation process conducted yearly with staff.
Involvement in a Development/Improvement Process	
Definitions/Characteristics	Tips for Success
- Enhances ability to work collaboratively and share in decision-making. - Increases awareness of other perspectives and skills in group dynamics. - Often has direct relevance to responsibilities. - Occurs when educators are brought together to develop or review a curriculum, design a new program, plan strategies to improve instruction, or solve a particular problem. - Requires participants to acquire new knowledge or skills through reading, research, discussion, and observation.	- Ensure that the small number of staff involved in this process is representational of the larger group of individuals you are targeting for professional development. - Establish ground rules that ensure all ideas are research-based and represent knowledge of best practices. In other words, ensure that this process meets the requirements of No Child Left Behind. - To be effective, participants must have access to appropriate information and expertise to make knowledgeable and well-reasoned decisions. School-university partnerships and collaborative relationships, as well as educational cooperatives, are especially useful for this process.
Study Group	
Definitions/Characteristics	Tips for Success
- Study groups bring focus and coherence to improvement efforts. - Reinforces the idea of schools as learning communities for students and educators alike. - Emphasizes the continual and ongoing nature of professional development. - Involves the entire staff in finding solutions to common problems. - Staff members are generally divided into groups of four to six members each, then select the activities they believe will achieve those goals. - Includes conducting personal histories, video/audio self-assessment, journal writing, cognitive coaching, cases, and role-playing.	- Effective study groups are those that are well organized, focused, and have sufficient time to accomplish their tasks. - Ensure that no one individual takes over the group discussions while others remain uninvolved. Address the need for full group involvement at the first meeting and establish procedures to ensure this. - Establish ground rules that disallow the "I think" comments and encourage the group to use language such as "Research indicates…"

Inquiry/Action Research	
Definitions/Characteristics	Tips for Success

- Helps educators become more reflective practitioners, more systematic problem solvers, and more thoughtful decision makers.
 	
- Narrows the gap between research and practice.
 	
- Inquiry action research often includes five steps:
 	
  1. Select a problem or question of collective interest.
 	
  2. Collect, organize, and interpret information related to the problem.
 	
  3. Study the relevant professional literature and research.
 	
  4. Determine possible actions that are likely to achieve commonly valued goals.
 	
  5. Take action and document results.
	- Requires significant initiative, commitment, and time.

Individually Guided Activities	
Definitions/Characteristics	Tips for Success
- Allows flexibility and opportunities for choice and individualization. - Provides excellent format for self-analysis, personal reflection, and thoughtful decision-making. - Educators determine their own professional development goals and then select activities to achieve those goals. - Includes conducting personal histories, video/audio self-assessment, journal writing, cognitive coaching, cases, and role-playing.	- Ensure that "reinventing the wheel" does not take place. Clearly identify existing resources for staff. - To avoid only individual-level work, identify times for collaboration. Insist that there is evidence in the activities of professional sharing. - Always re-focus to the shared mission of the organization when evaluating progress on individually guided activities. - Individual professional development portfolios can be used to facilitate learning, improve professional practice, and document results. - Steps must be taken to ensure that selected individual goals are sufficiently challenging, worthwhile, and related to specific improvements in professional practice and enhanced student learning.
Mentoring	
Definitions/Characteristics	Tips for Success
- Offers a highly individualized approach to professional development that can benefit both of the individuals involved. - Typically involves pairing an experienced and highly successful educator with a less experienced colleague. - Regular opportunities are provided for discussions of professional goals, sharing ideas and strategies on effective practice, reflection on current methods, on-the-job observations, and tactics for improvement.	- Mentoring interactions are most effective when mentors and their less experienced colleagues collaborate on developing the goals and procedures of the mentoring relationship. - Mentoring relationships work best when both mentor and colleague have similar professional responsibilities and when both are willing to allocate sufficient time to their work together. - Build in times for a "report-out" to the larger group, encouraging the broader collaboration and collegial sharing necessary for building-level success.

Contemporary professional development recognizes that training is just one way in which professional learning occurs. As can be seen from a review of the information above, each model has a very particular purpose, activities and expected results. So how do schools know which model to select? Generally, the need for professional development programs often comes from the increased awareness, goal setting, and evaluation of efforts in a school improvement or similar process. Training in specific initiatives or programs may follow. Training is especially helpful for providing new information to participants, sharing ideas, and developing a shared vocabulary and culture. However, training is just the beginning of a professional development sequence and all too often we focus so much of our resources on training that we fail to recognize the deep learning benefits of other development models.

To encourage thorough and deep understanding, facilitate implementation, increase collaboration, and solve problems the use of study groups, inquiry/action research, and well-constructed individually guided activities will offer stronger alternatives. Finally, to determine if an initiative or program has been internalized and is being effectively used, it is crucial that the coaching, mentoring and observation/assessment models be used.

The use of these models takes professional development from the level of understanding to application and evaluation. These models provide feedback to participants on their progress, facilitate implementation, improve teaching skills and assess practice. A graphic describing this sequence for using the models is on the following page (Tucker, 2003). No matter what combination, sequence, or timing of models you decide to use, let your goals and evaluations guide your decisions.

Choosing
Professional Development Models

Start Here

Improvement Process
- Needs Assessment
- Data Analysis
- Goal Setting
- Plan
- Align Resources
- Accountability/Evaluation

Observation/Assessment
- Coaching
- Mentoring
- Evaluation

Training
- Classroom Observation
- Training of Trainers
- Modeling
- Train the Trainers
- Guided Practice

Study
- Study Groups
- Inquiry/Action Research
- Individually Guided Activities

Implementation
- Practice, Practice, Practice

Levels of Professional Development

Another issue to consider in designing professional development is the need for varied levels of training for participants. Sitting through hours of a training or workshop that is covering material and concepts that you mastered long ago is annoying, a misuse of valuable time, and a waste of professional development resources. Leveling professional development activities using change theory as a basis can have a number of advantages for participants and trainers. Participants needn't repeat familiar territory or walk in lacking the necessary prerequisites to benefit. Trainers are able to assume a certain level of understanding and skills so that they can more quickly move participants forward towards deeper learning. An example of a system of training levels used in Florida targets specific audiences and describes what might be expected from each level (Panhandle Educational Consortium, 2002, V-14).

Workshop Stages and Targeted Audiences

Awareness— Participants should come for an introduction to new concepts, ideas, equipment, or techniques. This is the beginning level. Mastery cannot be obtained at this level.

Exploration — Participants should have an awareness of the content of the workshop. This workshop may include an awareness piece but will also focus on exploring applications of the workshop content and trying to use the information during the process. Follow-up sessions are usually a part of this level of training. A rubric for this type of workshop will relate the expectations of the participant and describe the various levels and the observable outcomes for each.

Implementation — Participants should come with the awareness and some exploration of the concepts before attending this level or stage of training. Time will not be spent bringing new attendees up to speed with the rest of the group. The content level will be more complex, and time will be used to increase the skill levels of the participants. Participants should be looking for ways to implement the workshop content into their curriculum.

Adoption —Participants attending this level of training should be looking for ways to encourage adoption of the workshop concepts and content by other teachers with similar teacher assignments (i.e., fourth grade teachers, math teachers).

Institutionalization — Participants attending this level of training should be looking for ways to utilize the principles learned in the workshop to encourage other subject areas to revise their curriculum, such as developing and using integrated units of instruction that involve multiple subject areas. These units would be crated or based on the established workshop models and could support the use by whole departments or the whole school program. Each part would be making contribution to the overall increase in student achievement.

For increased accountability, this concept can be taken a step further and aligned with a participant's observation/performance evaluation in connection with the content of the workshop. For example, if a teacher is finding managing student behavior challenging, participation in an awareness or exploration level workshop would be more appropriate than attending one for those working on school-wide adoption and implementation issues. Conversely, a teacher who is quite proficient at designing coherent standards-based instructional learning activities would be better served working on developing new instructional units at an adoption/institutionalization level, rather than attend an awareness level training.

Taking this idea a step further, Florida's Panhandle Educational Consortium connects Levels of Professional Development with the teacher's performance appraisal (2002, V-18). Using the previous examples, if a teacher's performance level on the performance indicator of "managing

student behavior" was found to be "needs improvement" they would participate in activities designed for the Exploration level. The teacher whose performance appraisal indicates they have outstanding skills in "designing coherent instruction" would then participate in Adoption and Institutionalization professional development activities.

The following chart demonstrates using this method to align the levels of professional development with the learners performance and the expected outcomes from the workshop. Aligning the levels of professional development, the outcomes of the professional development activities (e.g. workshop or training) and the learners performance level increases the likelihood of relevance and further enhances the opportunity for impact on professional practice.

Levels of Professional Development

Workshop Stage	Observable Outcome	Performance Evaluation Level
Awareness	Participant is not using information. Awareness presented in workshop training.	Unsatisfactory
Exploration	Participant is using a limited amount of information presented in the workshop.	Needs Improvement
Implementation	Participant is using a variety of information presented in the workshop.	Effective
Adoption	Participant is using information presented in the workshop by sharing and networking with other professionals.	Outstanding
Institutionalization		

Adapted from "Performance Appraisal Assessment Rubric," p. V-14. Panhandle Area Educational Consortium (2002).

Understanding how change is likely to occur in ones own context and selecting the models and levels that are most appropriate for the audience and aligned with the learning purposes will assist in providing professional development that is timely and relevant to the audience and likely to accomplish the intended results.

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Chapter 3
Professional Development Accountability
And Evaluation Systems

Professional Development Accountability And Evaluation Systems

Professional development has a high profile among the solutions for improving schools and increasing student achievement. Recent legislation provides more financial resources for professional development, which are, of course, accompanied by increased accountability measures. Accountability for funding focused on increasing student achievement requires evaluation is a vital part of any professional development program–so much so that these components should be considered very early in the planning process.

Evaluations run from the fairly simple review of training feedback forms to multiple, very complex statistical analyses. Many small schools and districts do not have the data analysts or researchers to effectively carry out complex program evaluations. But, lack of specialized personnel shouldn't deter schools from doing what they can to determine the impact of professional development efforts on student achievement.

Three resources for developing manageable plans for evaluating results are presented here. Mark Friedman's Four Quadrant Accountability Model can be used to determine how to evaluate quality of impact (2000, p. 39). Thomas Guskey's Five Levels of Professional Development Evaluation can be used to ensure that questions are asked that coordinate with what is known about learning and stages of change in professional development (2000, pp. 79-81). Joellen Killion's (2002) wisdom and experience in evaluating professional development programs is relied upon throughout the process discussed here and applied to the templates provided in Chapter 4. A collective review of these approaches will give schools clear direction as to how to evaluate their professional development efforts.

Types of Evaluation

Three types of evaluation are described here: planning, formative and summative. Planning evaluations are conducted before a program is designed and implemented. They are usually conducted collaboratively by those involved in the program planning process and are designed to determine target populations, assess needs, clarify outcomes, assess processes, and determine stakeholders' reactions to the intended programs (Killion, 2002, p. 10). Formative evaluations are carried out collaboratively, during the program in order to assess whether the program is working, collect data, and to provide feedback toward improvements and adjustments. Summative evaluations are conducted at an end points in order to make judgments about a program's merit and to provide a summary judgment of a program's performance and impact.

At the practical level, the planning phase begins with the first steps of the Professional Development Plan and continues by identifying needs, setting goals, designing the program and identifying resources and supports for the program. Increasingly, evidence points to the importance of thorough planning with the participation of all stakeholders as crucial to successful implementation and achieving desired results; hence, the need for a Professional Development Plan.

Formative evaluation involves implementing the program and putting in place the accountability measures that have been planned. In short, the formative evaluation stage sets in motion the continuous improvement cycle. Careful attention to the results that are generated along the way and making needed adjustments can increase the likelihood of early and sustained success.

Summative evaluation provides the crucial accountability measures that are required by external stakeholders for continued funding and for making long-term decisions about a program's impact and value.

Friedman's Four-Quadrant Accountability Model

Mark Friedman's Results and Performance Accountability is an easily to assimilated methodology used by PDLA to continually evaluate its effectiveness. Prior to the accountability era, staff development programs were required to verify that they did what they said they were going to do. As long as effort was made and the amount verified (quantity), this was sufficient. In the era of accountability, schools are asked much more probing and results-based questions, including; how well was it done? how much impact did it have? and finally, what was the quality of the change produced? Quantity and quality as input and output form the four quadrants of the model. The key questions described above form the accountability measures for each of the quadrants.

Four-Quadrant Accountability Model

	QUANTITY: how much is usually #	QUALITY: how well is usually %
INPUT (PROCESS OR EFFORT)	**QUADRANT #1** **What we do** How much was done?	**QUADRANT #2** **How well we do it** How well was it done?
OUTPUT (PRODUCT OR EFFECT)	QUADRANT #3 **IS ANYONE BETTER OFF?** How much effect/change was produced?	QUADRANT #4 What quality of effect/ change was produced, such as skills, attitude, knowledge, and behavior?

A*dapted from Friedman, 2000, pp. 35-57. For more detailed information, see* *www.resultsaccountability.com.*

The methodology is centered on program performance measures (PPMs). Program performance measures tell whether professional development efforts are producing intended results. When starting out, PPMs allow a team to accurately describe the starting conditions (the baseline). Later, they tell whether or not professional development efforts are producing intended outcomes.

The following two charts are examples of program performance measures chosen by professional development teams participating in the professional development capacity building grant program.

Example Of Math Program Performance Measures

	QUANTITY: **HOW MUCH IS USUALLY #**	QUALITY: **HOW WELL IS USUALLY %**
INPUT (PROCESS OR EFFORT)	# of 8th grade teachers trained in using manipulatives to address standards for geometry and measurement	% of 8th grade teachers demonstrating an understanding of how to use manipulatives as instructional tools for teaching math
OUTPUT (PRODUCT OR EFFECT)	# of 8th grade teachers who have successfully applied the use of manipulatives to teach geometry and measurement	% of students who demonstrate achievement gains on aims and/or stanford-9 assessments in geometry and measurement strands at the end of two years

Example Of Reading Coalition Program Performance Measures

	QUANTITY: **HOW MUCH IS USUALLY #**	QUALITY: **HOW WELL IS USUALLY %**
INPUT (PROCESS OR EFFORT)	# of participants involved in established district and institution of higher education coalition	% of participants indicating perception of preparedness to teach reading
OUTPUT (PRODUCT OR EFFECT)	# of participants demonstrating developed skills for teaching reading	% of students demonstrating achievement gains in reading

The main reason for using the Four Quadrant Model is that while collecting quantity of input measures may have been sufficient in years past, for today's accountability requirements, measures of the amount of effect and the quality of the effort and effect are required. The majority of our evaluation efforts should be focused on the questions in Quadrant 4, the quality of effect, in order to determine the program's impact on participants and students.

Guskey's Levels of Professional Development Evaluation

Guskey proposes five critical levels of professional development evaluation that range from the simple to the more complex. The first level evaluates the participant's reactions. This level is the most familiar and most widely used. The second level measures participants' learning. Did they increase their knowledge or skill? The attention on individual participants shifts at the third level towards organizational issues. Having gained knowledge and skills, were participants supported to implement their new learning? The fourth level asks if participants are successfully implementing their new knowledge and skills. Finally, and most importantly, is student learning increasing? A summary of the five levels is provided, along with key questions and suggestions for how information might be gathered.

Five Critical Levels of Professional Development Evaluation

Evaluation Level	Selected Questions Addressed	Suggestions for Gathering Information
1. Participants' reactions	- Did they like it? - Was their time well spent? - Did the material make sense? - Will it be useful? - Was the leader knowledgeable and helpful?	- Questionnaires administered at the end of the session - Focus groups - Interviews - Personal learning logs
2. Participants' learning	- Did participants acquire the intended knowledge and skills?	- Paper/pencil instruments - Simulations and demonstrations - Participant reflections - Participant portfolios - Case study analyses
3. Organizational support and change	- Was implementation advocated, facilitated, and supported? - Were problems addressed quickly and efficiently? - Were sufficient resources made available? - Were successes recognized and shared?	- District and school records - Minutes from follow-up meetings - Questionnaires - Focus groups - Structured interviews with participants and administrators
4. Participants' use of new knowledge and skills	- Did participants effectively apply the new knowledge and skills?	- Questionnaires - Structured interviews with participants and their supervisors - Participant reflections - Participant portfolios - Direct observations - Video or audio-tapes
5. Student learning outcomes	- Did it affect student performance or achievement? - Is student attendance improving? - Are dropouts decreasing? - Did it influence students' physical or emotional well-being?	- Student records - School records - Questionnaires - Structured interviews with students, parents, teachers, and/or administrators - Participant portfolios

Adapted from Guskey, 2000, pp. 79-81.

Designing Professional Development Accountability Systems

In designing accountability systems Friedman advises us to focus on what effect or change has resulted from our efforts–Quadrant 4. A close examination of Guskey's Levels of Professional Development Evaluation in the context of Friedman's Four Quadrant Model reveals that Guskey's Levels 2-5 fall primarily within Friedman's Quadrant 4. The confluence of these recommendations provides insight as to how to develop an accountability system for professional development as demonstrated in the following chart focusing on accountability questions.

Professional Development Accountability Model

Quadrant #1	Quadrant #2
What We Do	How Well We Do It
How much was done? - Did we do what we said we would do? - If so, how much?	How well was it done?
Quadrant #3	**Quadrant #4**
Is Anyone Better Off?	
How much effect/change was produced?	What quality of effect/change was produced? - Did participants increase knowledge and skills? - What is the impact on the organization? - Did participants effectively apply the new knowledge and skills? - What is the impact on student learning?

A Professional Development Accountability model that focuses on Quadrant 4 results and uses Guskey's Levels to identify specific questions provides an approach that will assist us in working towards improving student learning, without leaving behind leader, teacher and paraprofessional learning and organizational questions. The Professional Development Accountability Model questions in turn suggest examples of program performance measures. These program performance measures and examples of the some of the more common means and sources of data collection are included in the following chart.

Professional Development Accountability Model

Quadrant 1: Effort / Quantity			
Questions	**PPM Examples**	**Data Collection**	**Data Source**
Did we do what we said we would do? If so, how much?	# activities completed	Sign-in sheets	Participants/PD Leader
	# hours	Sign-in sheets	Participants/PD Leader
	# participants	Sign-in sheets	Participants/PD Leader
	# participants from specific subgroups (e.g. math teachers, EL teachers, principals, a school, etc.)	Sign-in sheets	Participants/PD Leader
	# costs-money, time, facilities	Financial Records	Principal/PD Director
Quadrant 2: Effort / Quality			
How well was it done?	% reporting they liked context (e.g., facility, physical arrangements)	Feedback Form	Participants
	% reporting they liked the content (e.g., what was taught, level of difficulty)	Feedback Form	Participants
	% reporting they liked process (clarity, delivery methods)	Feedback Form	Participants
	% reporting they found experience useful	Feedback Form	Participants
	% reporting content is relevant to student achievement goals	Feedback Form	Participants
	% reporting costs for services were reasonable	Feedback Form	Participants
	% reporting satisfied with services	Feedback Form	Participants
Quadrant 3: Effect / Quantity			
How much effect/change was there?	# participants completing activities/series	School/District Database	PD Director
	# participants completing from specific subgroups (e.g, math teachers, EL teachers, principals, etc.)	School/District Database	PD Director
	# participants becoming "highly qualified"	School/District Database	Principal/Personnel Director
	# participants becoming certified/endorsed	School/District Database	Principal/Personnel Director
	# students with teachers that are highly qualified, certified, endorsed, etc.	School/District Database	Principal/Personnel Director
	# students reporting they know about intervention	Questionnaire	Students
	# communications supporting intervention	School/District Communications	Administrators
	# communications recognizing successes and supporting efforts	School/District Communications	Administrators

Professional Development Accountability Model (continued)

Quadrant 4: Effort / Quality			
Questions*	**PPM Examples**	**Data Collection**	**Data Source**
*What quality of effect/change was produced?			
Did participants increase knowledge and skills? Guskey Level 2	% participants reporting they gained knowledge	Feedback Form	Participant
	% participants reporting they will use the knowledge	Feedback Form Written/oral reflection	Participant
	% participants demonstrating increased knowledge	Test or artifact (e.g. lesson plans)	Participant
	% participants demonstrating increased skills	Simulation/demonstration	PD Leader/Principal
What is the impact on the organization? Guskey Level 3	% improvement in climate	Climate Survey	Participant
	% improvement in attitude towards change	Climate Survey	Participant
	% participants reporting sufficient support for implementation of intervention	Climate Survey	Participant
	% increase in funding to support intervention	Financial Records	Business Office, Principals, Program Directors
Did participants effectively apply the new knowledge and skills? Guskey Level 4	% participants report exploration and practice of new skills	Questionnaire (e.g. Levels of Use of an Innovation)	Participant
	% participants report implementation	Questionnaire (e.g. LoU Innovation)	Participant
	% participants report adopting	Questionnaire (e.g. LoU Innovation)	Participant
	% participants report participating in institutionalization	Questionnaire (e.g. LoU Innovation)	Participant
	% participants submitting artifacts demonstrating use of new skills	Lesson Plans, Curriculum Maps, Classroom Management Plans, etc.	Participants
	% participants observed using new skills	Observation/Evaluation Instrument	Principals, Staff Developers, Coaches, Mentors
What is the impact on student learning? Guskey Level 5	% students increasing achievement levels	Standardized test results, school/district assessments, teacher made tests, grades	Principals, Teachers, Program Coordinators
	% students improving attendance	Attendance records	Principal/Registrar
	% decrease in dropout rate	Dropout records	Principal/Registrar
	% completing courses successfully	Student transcripts	Principal/Registrar
	% student increase in physical well-being	Physical fitness, health & safety records	Various
	% increased improvement in feelings of efficacy and self-worth	Questionnaires	Students
	Ratio of costs to return on investment (ROI)	Financial Records, Achievement Records	Business Office/PD Director

When establishing your accountability system you will identify Program Performance Measures for each benchmark. Like the examples provided you will identify the data collection method/instrument and the source of the data. In addition, you will determine who will be responsible for collecting and analyzing the data. Next you will identify your baseline data so that you will later be able to determine whether there has been growth, decline or no change in results.

The questions and program performance measures provided may be used to help guide how you might think about developing an accountability system. However, keep in mind that there are potentially any number of program performance measures that are more specifically relevant to your particular professional development program's content, context and processes.

The Professional Development Accountability model provide here should help you identify program performance measures and methods, while keeping the levels of professional development evaluation in mind and your eye on the quality of the results or your professional development efforts.

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Chapter 4
Designing a Professional Development Plan

Designing a Professional Development Plan

With a general understanding of what it takes to accomplish high quality effective professional development, some basic information about the NCLB requirements, standards for professional development, models and levels of professional development, and suggestions for developing accountability and evaluation systems, schools can begin to turn attention to the practical aspects of developing a Professional Development Plan (PDP).

The PDP will account for all professional development activities funded by the consolidated NCLB programs under Title I-A, Title II-A, Title II-D, Title III, Title IV, and Title V as one component of the Consolidated Plan. The PDP will encompass the three and a half year period from December 30, 2003, to June 30, 2007. Schools are encouraged to also consider other funds earmarked for professional development in their plans so that the PDP is an integrated product that can be used to guide the professional development program.

The plan format offered here is designed to help guide you and your team through the process of planning for professional development while meeting the requirements of No Child Left Behind. Eight steps will guide you from the beginning of forming a team through designing professional development and on to evaluating and implementing continuous improvement. The steps are provided to help you make sense of the process, but you may find that you need to alter the order for your purposes. You may also find you need that additional information or that other information requested is not necessary or available. Hopefully, there are parts of the plan that are already in place in one form or another, (such as an existing improvement plan) making transfer of the information into the PDP plan a first step. The process provided is intended to be flexible, and to provide the necessary prompts and structure to guide the process.

The eight steps to developing a plan are:
>   Step 1: Form planning team
>   Step 2: Identify needs
>   Step 3: Set goals
>   Step 4: Strategic design
>   Step 5: Identify resources and supports
>   Step 6: Establish accountability system
>   Step 7: Communicate plan
>   Step 8: Manage for continuous improvement

Each step includes sub-steps that serve to build a plan one component at a time. A brief review of each step and its parts is followed by the template(s) for that step. Examples are provided throughout. The templates allow you to enter information as you go, providing a means of reporting back the progress to others.

Step 1: Form Planning Team

1.1 Select team members

Who is participating in the creation of your PEA's professional development plan? At a minimum, the law requires that teachers, paraprofessionals, parents, and principals have input into the planning process. If these members are not going to be on the team, determine how their input will be gathered and used. In addition, private school representatives must be involved if the school is within the boundaries of a public school district. The following questions adapted from Emily Hassel's Professional Development: Learning from the Best (1999, pp. 9-13) will help you pull together a professional development team that will involve the key people needed to design a quality professional development program.

- Whose contributions will ensure that the plan meets the needs of the people participating in the professional development programs? What will it take to get participation from parents, paraprofessionals, teachers, administrators, and other staff?

- Who is committed to learning about quality professional development? Are they willing to build their skills and knowledge related to PD standards, data analysis, PD models, evaluation of PD, and strategic planning?

- Who has the authority to approve the final professional development plan? How will this person or group be involved in the process of developing the plan?

- Who controls the allocation of resources for professional development?

- Is the team representative of the school, district, or county that will be implementing the plan?

- Do the proposed team members have increased student achievement as their number one priority?

Here are some examples of well-balanced professional development teams adapted from teams that are currently operating in Arizona:

Charter School Example	Public Unified School District Example	County School Office Example
- Principal - Math Teacher - Language Arts Teacher - Science Teacher - Paraprofessional - Parent - Board Member - Community Member	- Mathematics and Science Consortium Director - Superintendent - LEA Grants Manager - Special Education Director - Community School Director - District Curriculum and Testing Coordinator - District Technology Staff Development Specialist/Teacher - Middle School Principal - Assistant High School Principal - Private School Owner/Director - High School Student - Parent - Local teacher education association member	- County School Superintendent - Institution of Higher Education Dean, Extended Campus - School District Assistant Superintendent - School District Curriculum Director - School District Principal - Tech Prep Coordinator - Director of Special Education - Parent Advisory Committee Representative - School Site Teachers

1.2　Determine roles and duties

Determine leadership roles for those on the team. Who will lead the process, set the agenda, collects materials and prepare for the next meeting? Who will create the standard agenda format? Who will facilitate meetings to ensure that agenda items are covered within time limits? Who will record progress and keep group history? Who will communicate the progress to others? How will disputes be resolved? Determining the roles and duties in advance will assist in the smooth functioning of the team process and ensure that all interests are represented and individuals are heard during the process.

1.3　Determine the process

Decide how often you will meet, what the length of meetings will be and who will schedule meetings, develop agendas and notify participants. How will decisions be made— by command or direction, consultation with others, vote, consensus or by some combination? What is the power of the decisions, are they binding or a recommendation to others with decision-making power?

1.4　Include other stakeholders

Who else needs to be included in the process? Besides principals, teachers, paraprofessionals, parents, what other stakeholders might you need to include? Consider students, business managers, facilities and transportation managers, superintendents, curriculum directors, staff development specialists, business leaders, board members, representatives from higher education, county school superintendent's offices, and other government leaders, such as tribal education liaisons. How will their opinions and ideas be heard? Not all stakeholders need to be direct participants in the planning process in order to have their ideas and opinions heard. Will they have input through surveys, focus groups, review of drafts, or by some other means? Who has the authority to approve the final professional development plan at the local level and what is the approval process that will be followed? It might be sent to the superintendent for final approval by the school board for a school district, or by the parent advisory committee and principal at the school level, or by a Board of Directors at a charter school. This tends to vary significantly by the type of institution and its organizational structure. It is important to determine what this process is and how decision makers will be involved and informed about the development of the plan. Lastly, how will the group communicate with these stakeholders?

Reporting Back

Step 1 - Form Planning Team
Users complete shaded areas

1.1 Select Team Members

How will teachers, paraprofessionals, parents, principals, and others collaborate to write the plan? List the members of the PD planning team.

Name	School / District / County	Position	Interests / Strengths

1.2 Determine Roles and Duties

List leadership roles, who is assigned to the role and their responsibilities.

Who will lead the process, set the agenda, collect materials, and prepare for the next meeting? Who will create the standard agenda format? Who will facilitate meetings to ensure that agenda items are covered within time limits? Who will record progress and keep group history? Who will communicate the progress to others?	Role	Team Member Name	Responsibilities

1.3 Determine the Process

How often will you meet, what will the length of meetings be, and who will schedule meetings, develop agendas, and notify participants?	
How will decisions be made–by command, consultation with others, vote, or consensus? How will disputes be resolved? What is the power of the decisions—binding or recommendation to others?	

1.4   Include Other Stakeholders

What other individuals or groups will have input into the design process through surveys, focus groups, review of drafts, etc? Identify how each individual or group will be involved. How will the group communicate with these stakeholders?	Individual / Group	Involvement	
Who has the authority to approve the final professional development plan at the local level? How will this person or group be involved in the process of developing the plan?	Individual / Group	Involvement	
Who will the PD team keep informed of its design decisions and progress?	Individual / Group	Progress Update	Responsible Person

Step 2: Identify Needs

The way we identify professional development needs has dramatically changed in recent years. A needs assessment is a systematic way of describing how things are and an exploration of the ways they could work more effectively. Needs assessments help identify the most pressing problems, target the use of limited resources in the most effective ways, and help identify solutions (Billig, 2003).

Traditionally, needs assessments for professional development have involved surveying teachers about topics they were interested in learning about, tabulating the responses to identify the most popular topics, and then designing in-service days based on the results (Killion, 2002, p. 32). While educators' expressed needs and interests should be a part of any assessment used to drive professional development, teacher surveys are only one source of data

Data sources for determining student and/or educator learning needs include:

- Test scores, e.g. AIMS, Stanford 9
- Local assessments
- Selected student work
- Interviews
- Focus groups
- Observations
- Documents and archival data
- Census data
- Budgets
- Strategic plans
- Proposals
- Research
- Evaluations
- Meeting minutes
- Suggestion box
- Surveys

among many used to design a quality program. The emphasis in a contemporary professional development needs assessment is on student needs.

"The goals of the staff development program should be focused on addressing identified student needs. Rather than focusing on what and how educators will learn, the goals should clearly specify the measurable outcomes for student achievement," says Joellen Killion, staff development expert (2002, p. 35). The purpose of the needs assessment is to get the lay of the land that will help you set informed student achievement goals based on your school, district, or county's most pressing student learning needs.

2.1   Review previously established intentions.

Law or mandate has established some intentions. Obviously these must be reviewed first. For example, Title II requires that funding be targeted to those schools and grade levels with the largest average class size, the lowest proportion of highly qualified teachers or those schools identified for Title I school improvement. The organization's intentions can be examined through their mission/vision statements, as well as the goals, initiatives, and interventions that it has already established. A review of these guiding documents can assist with making difficult decisions later in the process when priorities must be set and limited resources distributed among competing goals. In her book Getting Excited About Data, Edie Holcomb recommends an activity that assists in connecting the mission with the data that is needed for a thorough needs assessment (1999, pp. 30-32). An adaptation of this activity is included first in the template. It will help you determine what your organization's previously established intentions are and if you have the data needed to verify that you are meeting those commitments or if you need to review them for modification. At this point, you might want to consider eliminating or consolidating intentions. Michael Fullan reminds us, "The greatest problem faced by school districts and schools is not resistance to innovation but the fragmentation, overload, and incoherence resulting from the uncritical acceptance of too many different innovations" (Sparks, 2003, quoting Fullan, pp. I-4-5).

2.2   Collect and analyze student data

The following questions provided by Killion (1999, p. 186) will guide your analysis of student achievement data:

- – What are available assessments?
- – What is being measured in each assessment?
- – Which students were involved in the assessment?
- – What areas of student performance are at or above expectations? Law or mandate may determine expectations, such as in the case of AIMS, where expectations are that all students will attain a ranking of "meets or exceeds." Expectations on other assessments can be determined by where students are expected to perform at some specific time in the future (such as two or five years) and dividing by the interval (e.g., years) to come up with the amount of improvement expected.
- – What areas of student performance are below expectations?
- – Do patterns exist in the data?

− How did various subpopulations of students perform? NCLB requires that data be disaggregated by gender, racial/ethnic groups, English language proficiency, migrant status, students with disabilities, and socioeconomic status.

− Are there any other data that could tell us about student performance in this area?

− How are the data similar or different in various grade levels, content areas, and individual classes?

− What surprises us?

− What confirms what we already know?

2.3 Determine student achievement priorities

In this step the results from the data collected and analyzed are used to determine student achievement priorities. Usually, you will identify only one or two student achievement priorities in order to focus efforts and produce results. Next, you will summarize and characterize the student achievement needs that were identified, establish priorities, and then determine which students will be impacted by selecting these priorities. Then, you will begin to analyze the causes of the underachievement identified.

2.4 Determine educator development needs

In this section, the educator development needs are determined based on the areas of student learning needs (Killion, 2002, p. 35). Those who have an impact on the area(s) identified for improvement are identified first (e.g., teachers, principals), then they are asked what they want to learn in order to help students learn. The collection of this information makes up the needs as perceived by the participants. Next, look at actual observable data such as observation/assessment records, lesson plans, curriculum maps, and other artifacts to determine what are the observed needs. An especially useful tool to consider using is based on the work of Gene Hall and Shirley Hord in Change in Schools: Facilitating the Process (1987). Levels of Use of an Innovation instruments measure the extent to which a change or "innovation" is being implemented. The eight levels range from Nonuse to Integration and Renewal (p. 84). Instruments using the Levels of Use of an Innovation help pinpoint to what degree participants have implemented a given change. Together the perceived needs and the observable data will be the basis for determining the educator development portion of the needs assessment. Finally, you will answer a series of questions designed to help you analyze results and progress toward establishing goals.

Reporting Back

Step 2 - Identify Needs
Users complete shaded areas

2.1   Review previously established intentions

- Collect relevant mission and vision statements.
- Using the documents collected, circle the words or phrases that represent key components or commitments. Write them in the first column below.
- Verify that you are accomplishing your commitments by writing the evidence that you have relevant to each aspect of your mission.
- Write the evidence that you need in order to determine whether you have met your commitments. Determine if any additional evidence is needed in order to verify student results and add that to the "Evidence We Need" column.
- Determine if changes need to be made in the mission, vision. and goal statements. Indicate whether you will retain the existing mission or goals, revise them, or abandon them.

What We Say	Evidence We Have	Evidence We Need	Retain, Revise, or Abandon

Review previously established initiatives and related interventions
- List existing initiatives and their related interventions. Write them in the first two columns below.
- Verify you are accomplishing your commitments and that they are having the intended impact by writing the evidence that you have relevant to each initiative/intervention.
- Write the evidence that you need in order to determine whether you have met your commitments. Determine if any additional evidence is needed in order to verify student results and add that to the "Evidence We Need" column.
- Determine if changes need to be made in the initiatives and associated interventions. Indicate whether you will retain the existing initiatives and interventions, revise them, or abandon them

Initiatives	Interventions	Evidence We Have	Evidence We Need	Retain, Revise or Abandon

2.2   Collect and analyze student data

What data do we have to inform us?				
What is being measured?				
Which students are involved?				
What areas are at or above expectations?				
What areas are below expectations?				
What patterns do we see in the data?				
How did subpopulations perform?				
What are areas for improvement?				

2.3   Determine student achievement priorities

Summarize the student achievement needs identified. What are the patterns you see across the data? What items stand out as being particularly troublesome?		
Which areas for improvement have the potential to leverage the greatest increase in student achievement?		

	Student Achievement Priorities	Detailed Description of Each Priority
Which student achievement areas will have the highest priority? Describe in detail the education agency's specific student achievement needs that will be addressed with this PDP.		

	Which students will be impacted?	Explain why each area was selected.
Which students will be impacted? Explain why these areas were selected		

	Student Achievement Priorities	Causes of Underachievement
What are the causes of underachievement in the areas selected? Consider curriculum, instruction, assessment, alignment, highly qualified teachers, etc.		

2.4   Determine educator development needs

Determine roles of those that impact student achievement in each priority. Determine what members of each group want to learn to help them become proficient in this area. Summarize these perceptions for each priority	Student Achievement Priority #1	
	Role of Respondent	Perception of what respondent needs to know and be able to do to increase student achievement
	Student Achievement Priority #2	
	Role of Respondent	Perception of what respondent needs to know and be able to do to increase student achievement
Determine observed skills/competencies that members of each group need to learn to help them become proficient in this area using evidence of actual performance. Summarize this data for each priority.	Student Achievement Priority #1	
	Role	Actual skills/competencies needed in order to increase student achievement
	Student Achievement Priority #2	
	Role	Actual skills/competencies needed in order to increase student achievement
Summarize the educator development needs identified. What are the patterns you see across the data? What items stand out as being particularly troublesome?		
Which development areas have the potential to leverage the greatest increase in student achievement?		
Which development areas will have the highest priority? Which teachers will be impacted?		

Why were these educator development areas selected?				
If you are using Title II-A funds to reduce class size, on what data are you basing this decision? Describe the student achievement results that show the effectiveness of class size reduction				
If you are using Title II-A funds to reduce class size, discuss your plan, including grades, teachers, and amount of class size reduction.	Grade	Teacher	# of Students in Original Class	# of Students in Reduced Class

Step 3: Set Goals

Setting goals and establishing benchmarks based on the information from your student achievement priorities and educator development needs is the focus of this step. When setting your professional development goals for the next three and a half years, keep in mind the overall NCLB goals:

- By 2013–2014, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.

- All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics.

- By 2005–2006, all students will be taught by highly qualified teachers.

- All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

- All students will graduate from high school.

A description of the Arizona NCLB Goals and Indicators is provided in Chapter 5.

3.1 Use priorities to establish student achievement goals

Goals are effective tools for making the connection between learning and improvement. There are various formats for writing goals. One of the more common is a SMART goal. Many find this format useful, but other approaches can also be used. There are five components to a SMART goal; Strategic and Specific, Measurable, Attainable, Results-Based and Time-Bound. An example of a goal written to SMART specifications is "All students will perform at the meets or exceeds expectations level on the AIMS writing component by the 2005–2006 school year." Complete instructions on writing SMART goals are provided in Chapter 5.

3.2   Establish professional development goals based on student achievement priorities and educator needs assessment

At this point, use information gathered to progress from student achievement goals to professional development goals. All schools and districts are required to accomplish the goal of ensuring that all of their teachers are considered "highly qualified" under the law by 2005–06. Therefore, this goal has been included in the template as Student Achievement Goal #3. Other goals will be set based on the student achievement priorities established by your team.

3.3   Establish benchmarks

Professional development goals are established and the related benchmarks are listed. Benchmarks serve as intermediate points along the way towards accomplishing goals. For example, a benchmark might be the percent of educators who completed coursework and who apply the gained knowledge or skills in the classroom (i.e., Is anyone better off?). Other words for benchmark are *indicator, milestone*, and *objective*.

Reporting Back

Step 3 – Set Goals
Users complete shaded areas

3.1	**Use priorities to establish student achievement goals**
Identify the Student Achievement Priority goals for each priority.	Student Achievement Priority #1 Goal(s)
	Student Achievement Priority #2 Goal(s)

3.2	**Establish related professional development goals based on student achievement priorities and educator needs assessment**
3.3	**Establish benchmarks for each professional development goal**
Identify professional development goals related to each student achievement goal. Establish benchmarks for each professional development goal	**Student Achievement Priority #1** Professional Development Goal #1:
	Professional Development Goal #1 Benchmarks
	Student Achievement Priority #2 Professional Development Goal #2:
	Professional Development Goal #2 Benchmarks
	Student Achievement Priority #3 Professional Development Goal #3: *All teachers and paraprofessionals will meet requirements to be considered "highly qualified" according to ADE specifications within the timelines specified in law.*
	Professional Development Goal #2 Benchmarks

Step 4: Strategic Design

4.1   Plan process for selecting professional development content and activities at each organizational level.

If you are working with a team that represents more than one school, such as a district or county, to determine how content and activities will be established at each level. Who will decide what the content and activities are at the district level? Are district or county level initiatives followed through at the school level? Or are school level content selections combined and prioritized at the district or county level? Or will there be some district level selections and some school level selections? This is the point at which teams will determine how to coordinate these activities between organizational levels for best use of resources and the greatest impact on students.

4.2   Conduct analysis of research-based interventions

Teams need to determine which interventions will be used in order to address the student achievement and professional development priorities. The interventions, as used here, are the staff development programs designed and implemented to address the identified needs. For example, if the student achievement goal is to improve writing skills and the professional development goal is to increase teacher's use of writing strategies the team may decide to examine Writer's Workshop, Six Traits and Writing in the Content Areas as potential intervention strategies. The research on the effectiveness of each strategy and the likely result of using each strategy to accomplish their specific goal in their local context would be considered, along with other relevant information before the most effective approach is determined. Questions guiding this process have been adapted from those provided by Killion (2002, p. 36).

   – Which intervention(s) most directly addresses our student achievement and professional development goals?

   – Which interventions are successfully being used in schools similar to ours?

   – If our school's characteristics do not match those of schools in which there is a high level of success, what are the key differences?

   – Will an intervention be developed to fit our needs?

   – Which interventions are showing the greatest success in terms of increasing student achievement?

   – How will these activities assist in eliminating the achievement gap between low-income and minority students and other students?

This step ensures that teams considers the research available and applies it to their own context and the goals they have set.

4.3   Select, modify, or develop an intervention

Having considered the research-based interventions, which intervention strategies will be selected for each of the goals? Do these selections require any further modifications or development? Then you will describe how the intervention selected connects with the program goals and benchmarks. Lastly, revisit the intervention to ensure that there is a clear connection to student achievement standards, staff development standards, effective teaching standards, and leadership standards.

4.4   Professional Development Plan

This step will be a synthesis of all the strategic decisions that have been made thus far and begin to determine specific actions that will be taken to accomplish the goals. In the chart for this step, you will list the initiative, interventions, and activities that will make up the content of the professional development plan. Next, you will list the models that will be used as the process for the professional development. The context is considered when you identify participants who will lead the process and who will provide the professional development, along with specific locations and dates.

To use the previous example, if writing is your initiative, your intervention might be Six Traits training, and activities could include Introduction to Six Traits training provided at the awareness and exploration levels, a cross-grade level writing study group to support implementation and adoption, and observation/assessments of writing instruction for all staff.

With the activities and the target audience identified, next you will establish who will lead the activities. In some cases, the provider of the activities will be in-house, such as a staff developer, content specialist, or mentor. In other cases, contract with an outside vendor or send participants to training outside the school setting. Finally, you will develop details about where and when the activities will be held.

The chart you complete at this step is the "heart" of the professional development plan and will be your guide as you implement your plan. During the next step, consider the resources available to accomplish these goals and record these on the chart.

Reporting Back

Step 4 – Strategic Design
Users complete shaded areas

4.1 Plan process for selecting professional development content and activities at each organizational level	
How will you select professional development content and activities for the county, district, school or other organizational level?	
How will teachers, paraprofessionals, parents, principals, and others collaborate in the activities planned?	

4.2 Conduct analysis of research-based interventions	
Which intervention most directly addresses our student achievement and professional development goals?	
Which interventions are successfully being used in schools similar to ours? If our school's characteristics do not match those of schools in which there is a high level of success, what are the key differences? Will an intervention be developed to fit our needs?	
Which interventions are showing the greatest success in terms of increasing student achievement?	
How will these activities assist in eliminating the achievement gap between low-income and minority students and other students?	

4.3 Select, modify, or develop an intervention				
Which intervention(s) have been selected/developed? Why has this particular intervention been selected? What aspects of the intervention might need to be modified to fit our needs?		Intervention(s)	Reasons for Selection	Modifications Needed
	PD Goal #1			
	PD Goal #2			
	PD Goal #3			

	Intervention Content and Processes	Link with Program Goals and Benchmarks
Describe how the intervention content and processes link with your program goals and benchmarks.		

Describe how the planned interventions connect with student academic standards, staff development standards, effective teaching standards, and leadership standards?	

4.4   Professional Development Plan

Content (What)			Processes (How)	Context (Who, where, When)						Resources	
Initiatives	Interventions	Activities	Model	Participants	Leaders	Provider	Location	Dates		Costs	Funding Source

Step 5: Identify Resources and Support

In this step participants take a closer look at the resources and supports needed to effectively implement their plan. If your plan does not have adequate funding or the non-financial supports needed, such as sufficient time to implement the plan, it will be over before it starts. A thorough needs assessment, clear and specific goals, research review and intervention selection must be followed up with a thorough review of funding sources and non-financial supports needed to bring the vision you have established into reality.

5.1   Identify funding sources and targeted uses

In this step you consider the funding sources for the professional development program. Following filling out the template for this step, you will return to the Professional Development Plan (Step 4.4) to identify specific funding sources and amounts for each of the activities listed. Typically educators think of federal and state funding sources first. The following chart summarizes the federal title funds, uses, and minimum percentages required for professional development. When considering federal funds, it is especially important to remember that all of these funds are supplemental to the regular instructional program. Also, NCLB law requires that Title II-D funds be integrated with Title II-A funds in order to train teachers to integrate technology into their curricula and their instruction.

Federal Fund	Targeted Use	Minimum % Required for PD
Title I-A	Support students at risk of failure	5% up to 20%
Title II-A	Professional development or class size reduction	None Required
Title II-D	Integration of technology	25%
Title III	English acquisition services	None Required
Title IV	Safe and drug-free schools	None Required
Title V	Innovative strategies to support Title II-A activities	None Required

Other federal and state funding sources you may want to consider are IDEA funding for special needs students, Carl Perkins Career and Technology funding for vocational education, and the Early Childhood State Block Grant. In addition, you may also want to consider as resources local PEA funds, foundations or community resources, or partnerships with private sector businesses. The Arizona K-12 Center specifically coordinates professional development grants and opportunities. Information on contacting the Center is included in Chapter 5 in the Professional Development Resources list. Current law and policy require that funds be focused on student achievement and coordinated and blended to best support student achievement goals.

5.2   Identify non-financial supports needed

Guskey (2000, pp. 151-166) identifies the following organizational resources and supports that bear consideration as you plan for implementing your PDP:

– **Organization policies**—may be supportive or conflictive

– **Resources**—including materials and supplies, information, facilities, technology, and access to appropriate expertise

– **Protection from intrusions**–such as bells, telephone, and speaker system interruptions and time reserved for instruction and protected from events, such as assemblies and visitors.

– **Openness to experimentation and alleviation of fears**–providing an environment that is safe for risk-taking and supportive of change efforts.

– **Collegial support**–while individuals can often accomplish maintenance of the existing practices, deep change requires collegial support and participation.

– **Higher-level administrator leadership and support**–required for leadership, protection and support when the inevitable challenges of implementing deep change arise.

– **Recognition of success**–necessary for sustaining long-term and deep changes.

– **Provision of time**–suggestions include adding days to the calendar, adding hours to the school day, adding professional staff to allow additional released time, altering the weekly schedule, block scheduling with provision for shared planning, or altering school or class daily schedules.

Reporting Back **Step 5 – Identify Resources and Support**
Users complete shaded areas

5.1 Identify funding sources and targeted uses				
Funding Source	Targeted Uses	Total Budget	% Allocated for PD	Total Amount for PD
Title I-A				
Title II-A				
Title II-D				
Title III				
Title IV				
Title V				
IDEA				
Carl Perkins Career and Technology				
Early Childhood State Block Grant				
Other Federal or State Funding				
Foundations or Other Grants				
Community Resources				
Private Sector Partnerships				
Other Resources				
How will you ensure that Title II-D funds will be integrated with Title II-A Funds to train teachers to integrate technology into their curricula and instruction?				

5.2 Identify non-financial supports needed and how those will be attained	
Organization policies	
Resources	
Protection from intrusion	
Openness to experimentation and alleviation of fears	
Collegial support	
Administrative leadership and support	
Recognition of success	
Provision of time	

Step 6: Establish Accountability System

In this step you will complete accountability system design based on the discussion in Chapter 3. This system will be specific to your context, mark progress towards your goals (formative evaluation) and determine the results of your efforts (summative evaluation). A well-designed accountability system not only assists in keeping everyone on the same page and guiding the progress of the project, but can also aide in obtaining additional funding. Program performance measures specific to your goals and benchmarks will be identified along with the related baseline data. Next the methods and sources and persons responsible for collecting, analyzing and reporting findings will be decided.

6.1   Identify Program Performance Measures and baseline data for each professional development goal/benchmark

Identify Program Performance Measures for each goal/benchmark and determine what your baseline data is. This baseline will be your measure for improvement when comparing it to future data points.

6.2   Identify data collection and analysis plans

Specify the data source–who can provide the best information? How is the information to be collected? Survey, interviews, tests, and observation protocols are a few examples of collection methods. Related to the method is which instruments are going to be used to collect the data? Deciding who is responsible for data collection will round out the accountability data plan.

6.3   Plan to report findings

As always the results need to be reported out on a regular basis. Which stakeholders need to be informed of preliminary, midpoint and final results? Ideas about who will summarize the findings and how they will be reported are recorded in this section.

Reporting Back

Step 6 – Establish Accountability System
Users complete shaded areas

6.1   Identify Program Performance Measures and baseline data for each professional development goal/benchmark

6.2   Identify data collection and analysis plans

	Professional Development Goal #1:					
	Benchmarks	Program Performance Measures	Baseline Data	Data Source	Data Collection Method/Instrument	Person Responsible for Data Collection and Analysis
What are the program performance measures, baseline data, and data collection and analysis plans related to Goal #1?						

	Professional Development Goal #2:					
	Benchmarks	Program Performance Measures	Baseline Data	Data Source	Data Collection Method/Instrument	Person Responsible for Data Collection and Analysis
What are the program performance measures, baseline data, and data collection and analysis plans related to Goal #2?						

	Professional Development Goal #3:					
What are the program performance measures, baseline data, and data collection and analysis plans related to Goal #3?	Benchmarks	Program Performance Measures	Baseline Data	Data Source	Data Collection Method/Instrument	Person Responsible for Data Collection and Analysis

6.3   Plan to report findings

Determine who will summarize findings and who, when, and how people will be informed	Who will summarize results and develop a report of findings?	Who will be informed of findings?	How will these findings be reported?	When will findings be reported?

Step 7: Communicate Plan

Research concerning the U.S. Department of Education Model Professional Development award winners shows that award winning teams do not skimp on communicating professional development goals and plans to parents, staff, students, and the community at large. While award winners used different methods to reach out, making the plan known to the public was a common element of their work. Hassel, E. (1999. pp. 9-13).

The National Staff Development Council also stresses the important role that professional development plays in involving relevant stakeholders in the educational process. The *family involvement* standard states: "Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately" (2001). It's the job of the planning team to use this standard in modeling how it involves relevant stakeholders.

7.1 Communicate plan to stakeholders

This section of the Professional Development Plan is a sample product that has been or will be used to communicate your PDP to the public. Sample products could include a PowerPoint presentation, a portion of a newsletter, a letter to parents, or another document that can be uploaded in electronic form. Some suggestions for media that might be useful are provided. This product should clearly communicate the essentials of your professional development plan to someone unfamiliar with your work.

Preparing to communicate your plan starts with thinking about your audience, what message you want to share, who you will be sharing with, and how your program is organized and managed. You will describe how teachers will improve their ability to:

– teach students with different learning styles.

– improve student behaviors.

– involve parents.

– understand and use data and assessments to improve classroom practices and student learning.

Developing a sample communication product is good practice and is part of the planning process, as is determining how the product will be used.

Media for Sharing Professional Development News

- School newsletters
- PTA meetings and newsletters
- Open forums
- Press releases
- Open presentations
- Postings on school bulletin boards
- School handbooks
- Special celebration events throughout the year
- Letters and memos to parents
- Parent conferences
- End-of-year events to celebrate yearlong efforts
- E-mail updates
- District calendars
- Local radio programs
- Web pages

Hassel, E. (1999. pp. 9-13).

7.2 Keep planning and implementation records to guide future decisions and inform others

It is critical to maintain records of the professional development decisions that have been made. These records might be in the form of logs, notes, or meeting minutes and are often kept in a notebook or electronic portfolio format. These are functional records of the processes that have been used to make decisions and can be useful in guiding future decisions. Such documentation can also be useful for reporting to funding sources, applying for supporting grants, and recognizing successes achieved and awards presented.

In addition, it is beneficial to gather the materials used in the course of planning and implementation of your professional development program together. These materials can be the basis of a professional development library, help bring others up to speed on your progress, and document the process that you have used to make progress. These materials should be organized and made available to others.

Reporting Back

Step 7 – Communicate Plan
Users complete shaded areas

7.1	**Communicate plan to stakeholders**
Describe your program by thinking about your audience, your communication goals, and how your program is organized and managed.	
Describe how teachers will improve their ability to teach students with different learning styles, improve student behaviors, involve parents, and understand and use data and assessments to improve classroom practices and student learning.	
Upload or attach your sample communication product here. Briefly describe the product. When and how will it be used?	
What other plans do you have for communicating the PDP to parents, staff, students, and the community at large?	

7.2	**Keep planning and implementation records to guide future decisions and inform others**
Describe how you will keep records of professional development planning and implementation decisions.	
Describe how you will keep planning and implementation materials organized and available to others.	

Step 8: Manage for Continuous Improvement

Publicizing the plan once it is finished is an important start… but don't stop there. Begin a continous improvement cycle based on the plan. You need to faithfully implement what has been planned, provide ongoing support, use the accountability plan to evaluate results, make adjustments and report back on results. The management of the PDP will often fall to a Professional Development Director or someone with similar responsibilities.

8.1   Implement

Plans are established for a high quality effective professional development program. As the implementation process begins, it is important to ensure that the research-based interventions are implemented as intended. This implementation with "fidelity" increases the chances that student results will be what are expected. It does little good to spend the time and effort to strategically design a plan using research-based methods, only to find that the opportunity for favorable results is undermined by ineffective implementation. Ongoing support is needed so that the attempts and approximations at making the change eventually are smooth and accomplished demonstrations of the improvement you are seeking.

8.2   Evaluate results

Another aspect of the continuous improvement management process is implementation of the accountability plan. When you finish the planning evaluation portion, you begin the formative evaluation phase. The results should be evaluated regularly as indicated in the plan. Successes will be examined for the underlying reasons, and obstacles and challenges will be reviewed for further action. You also begin collecting data for those points of summative evaluation planned.

8.3   Refine

Refinements and adjustments will need to be made. Determine who will make decisions about those refinements. That person will attend to the formative evaluation results to determine what needs minor adjusting and what major corrections might need to be reviewed with the professional development planning team. They will determine what the next steps are in coordination with the plan and the team. Again, it will be important to maintain the integrity of the plan and intentions to the extent possible.

8.4   Report back

Be sure to report back on the student learning gains that occur as a result! Remember that sharing well-documented successes will build the support you need for future PD efforts. Likewise, being honest about communicating challenges also encourages support and assistance in overcoming challenges. Finally, how will successes be celebrated? Who will be responsible? How will all stakeholders be involved—especially students!

Reporting Back

Step 8 – Manage for Continuous Improvement
Users complete shaded areas

8.1 Implement	
Who will lead the implementation of the professional development plan? How will they ensure that the research-based interventions are implemented with fidelity?	
8.2 Evaluate results	
Who will lead the implementation of the evaluation system? Who will make regular reports on the implementation progress to the PDP team?	
8.3 Refine	
Who will make decisions about and implement professional development improvements?	
8.4 Report back	
How will implementation and evaluation successes and challenges be reported to the PDP team? How will successes be celebrated and who will be responsible?	

References

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Chapter 5
Professional Development Resources

Professional Development Resources

This chapter is a collection of resources that will assist you in developing and evaluating high quality professional development programs.

Arizona's Highly Qualified Teachers Rubric

This document explains the requirements for teachers to be considered highly qualified in order to comply with the No Child Left Behind Act. Accomplishing the goal of teachers teaching a CORE academic subject meeting the requirements for "highly qualified" teachers by the end of the 2005-2006 school year is a high priority professional development goal. The rubric provides a method for determining whether a teacher is considered "highly qualified" in a given subject.

Arizona's NCLB Goals and Indicators

These goals have been established by the State of Arizona in order to comply with NCLB. The goals set high standards of student achievement for all students in reading/language arts and mathematics and expect all students to be limited educated in safe, drug-free environments conducive to learning and to graduate from high school. Additional goals are set for limited English proficient students and highly qualified teachers.

Arizona's Professional Development Planning Guide Template

This is the template included in this guide without the explanatory text for use in reporting back the process and results of the professional development plan.

Arizona's Professional Development Planning Guide Feedback Form

This form is provided to get feedback from those using the Arizona's Professional Development Planning Guide to determine the usefulness and steer future improvements.

Arizona's Professional Development Planning Guide Glossary and Acronyms

The terms and acronyms used in the Guide are defined in this section.

Arizona's NCLB Final LEA Consolidated Plan Professional Development Template

This is the professional development portion of the Consolidated Plan that all schools using Title I funds are required to complete by December 30, 2003 and maintain thereafter.

Professional Development Resources

Useful professional development resources, including websites and publications are listed.

SMART Goals

This section describes how to effectively write goals for the purposes of planning and grant writing.

The Arizona Highly Qualified Rubric
Instructions For Completing

In order to comply with the *No Child Left Behind Act* (NCLB) requirements, all teachers currently teaching a CORE academic (see glossary) subject must meet the requirements for "highly qualified" teachers by the end of the 2005-2006 school year. Teachers who do not currently meet the requirements or want to demonstrate that they meet the "highly qualified" requirements for additional subjects must complete the *Arizona Highly Qualified Rubric* annually. NCLB requires annual public disclosure of each teacher's status relative to "highly qualified" at the building, district, and state level.

To assist you in the completion of this form you may need:

1. Copies of all your college transcripts. District offices are required to keep official transcripts on file for all teachers. Contact your district office if you need a copy of your transcripts.

2. Documentation of any professional development, service, awards, publications and/or presentations related to your instructional level.

Under the guidelines of NCLB, to be considered "highly qualified", you must meet certain criteria. The purpose of this form is to assist you in meeting these federally mandated guidelines. Please complete this form following the directions provided below.

1. Fill out the top of the form with your name, social security number, district, and school.

2. Check items 1 and 2, if you have completed them. If you cannot complete these, **please stop**!! You are not eligible to continue this form if you are a *public* school teacher. Charter school teachers must have a bachelor's degree and are exempt from holding a valid teaching certificate.

3. Check item 3 **and** box a, b, c, **or** d, if you:

   a. Have passed a rigorous content State academic subject matter test in the Content Area in which you are teaching. In Arizona this is the AEPA Professional Knowledge Test and the Subject Knowledge Test. This test was first available in 1999. If you were certified to teach in 1999 or later, check box "a".

   b. Hold an advanced degree in the content area or, for teachers at the elementary level, an advanced degree with an elementary emphasis or an advanced degree in elementary education, check "b".

   c. Hold National Board Certification in the area in which you are teaching, check "c".

   d. (Middle and High School only) Have 24 credit hours in the content area, check "d".

If you are able to check items 1 and 2 **and** box a, b, c, **or** d of item 3, sign the lower portion of Arizona Highly Qualified Teachers Rubric and submit it to your building administrator. If you were not able to check a, b, c, or d in item 3, then continue on and complete the second page, *Rubric for Arizona Highly Objective and Uniform State Standard of Evaluation (HOUSSE)*.

Instructions for Completing HOUSSE Rubric

The following directions will assist you in the completion of the Rubric for the Arizona Highly Objective Uniform State Standard of Evaluation (HOUSSE).

Column 1: Years of Experience

Experience must be in the content area. Multiply the number of years experience times (10) ten. *A maximum of 50 points is allowed*.

Column 2: College Level Course Work

Refer to your college transcript. Count the number of credit content hours and multiply times (4) four. For elementary and special education, up to (9) nine credit hours of methods courses can be counted. Coursework must be in the content area.

Do not call the Arizona Department of Education (ADE) with specific course questions. Without a course description, the ADE cannot answer your questions. Use your own best judgment. Districts can make reasonable consistent decisions about whether coursework is appropriate for the core academic subject the teacher is teaching. Such decisions should be guided by whether the courses are related to the Arizona Academic Standards for the subject.

Column 3: Professional Development Activities Related to Content

Multiply the number of activities times (5) five. Almost any recent content specific activity may be counted for points in this column if it has been *completed within the past 10 years*.

Examples might include but are not limited to:

- Served on a committee that developed, selected, or evaluated academic *standards* at the local, state, or national level;

- Served on a committee that developed, selected or evaluated professional teaching standards at the local, state, national level;

- Served on a committee that developed, selected, or evaluated content *curriculum* at the local, state, or national level;

- Served on a committee that *aligned* local academic standards and curriculum with state standards;

- Served on a committee that developed, validated, or evaluated local, state, or national academic assessments;

- Participated in a national, regional, or state professional conference, seminar or workshop;

- Completed assessments for National Board Certification.

- Participated in district approved professional development activities in the content area.

Column 4: Service Related to Content

Multiply the number of services related to the content area times (5) five. Almost any recent content specific service may be counted for points in this column. *A maximum of 30 points is allowed.*

Examples might include but are not limited to:

- – Chair or Team Leader
- – Mentor Teacher
- – Cooperating teacher for a preservice (student) teacher
- – Leadership position in a state, regional, or national content organization
- – Presentations at the school/district level in areas related to the content area
- – Instructor at an Institution of Higher Education related to the content area

Column 5: Awards, Presentations, or Publications

Multiply the number of awards, presentations, and publications related to the content area times (5) five. *A maximum of 30 points is allowed.*

Examples might include but are not limited to:

- – Recipient of a State or National award including Teacher of the Year, Milken National Educator, Presidential Award for Excellence in Math and Science, or Christa McAuliffe Fellowship;
- – Presentations at regional, state, or national professional content organization meetings; and
- – Articles published in regional, state, or national journal.

Final Step

Sign your name as it appears on your certificate. If you have recently undergone a name change, place your new name in parentheses. Signing this page assures the Arizona State Board of Education that you have accurately completed the survey and rubric as mandated by the federal *No Child Left Behind* legislation.

Both your signature and that of the building administrator are required. Misrepresentation or falsification of information could result in referral to the Professional Practices Advisory Committee for revocation of your teaching credentials.

RETURN THE SIGNED ARIZONA HIGHLY QUALIFED TEACHERS RUBRIC TO YOUR BUILDING ADMINISTRATOR.

KEEP A COPY FOR YOUR RECORDS.
Thank you

Glossary

Core Academic Areas:
English; Reading/Language Arts; Mathematics; Science; Foreign Language; Civics and Government; Economics; Arts; History; Geography

Elementary:
Teachers teaching in K-6 self-contained classrooms; 7-8 self-contained classrooms; K-6 team teaching in an elementary setting; K-6 multi-grade classrooms are considered elementary teachers

High School:
9-12 core subject teachers teaching one or more core academic subjects; 9-12 Vocational Education (where student earns credit in core academic areas)

Highly Qualified Teacher:
A "highly qualified teacher" is one with full certification (unless exempted as a charter school teacher), a bachelor's degree and demonstrated competence in subject knowledge and teaching

HOUSSE:
Highly Object Uniform State Standard of Evaluation. Elementary, Middle, and Secondary teachers who are not new to the profession and have not taken a subject matter test, may demonstrate competence in all the academic subjects in which the teacher teaches based on a *highly objective State standard of evaluation*.

Middle School:
Teachers teaching <u>*single subjects*</u> in grades 5-9; 5-9 as a "school within a school" in a K-9 school; 5-9 team teaching (teachers teaching one or two core academic areas) in a middle school setting

National Board Certification:
Advanced certification offered by the National Board for Professional Teaching Standards

NCLB Timelines:
All teachers who are currently teaching must be "highly qualified" by the end of the school year 2005-06.

AEPA:
Arizona Educator Proficiency Assessment

Arts:
Arizona has defined the "Arts" as music and visual arts.

Arizona Highly Qualified Teachers

(Pursuant to requirements mandated by P.L. 107-110 *No Child Left Behind* Legislation)

Name: _____   District: _____

SSN: _____   School: _____

Please check where applicable:

☐ 1. Hold a bachelor's degree

      AND

☐ 2. Hold a valid state certificate—charter school teachers are exempt from this requirement

    ☐ a. Elementary Certificate

    ☐ b. Secondary Certificate

    ☐ c. Special Education Certificate (List Disability Area(s): _____)

☐ 3. Teach at (list school level: _____, provide teaching assignment
                                    (elementary, middle, or secondary)
    _____)
          (grade & subject)

    ☐ a. Passed a rigorous content State academic subject matter test (In Arizona this is the AEPA Professional Knowledge Test and the Subject Knowledge Test in the Content Area in which you are teaching. This test was first available in 1999), **or**

    ☐ b. Hold an advanced degree in your content area, **or**

    ☐ c. Hold National Board Certification **in the area in which you are currently teaching, or**

    ☐ d. **For Middle and High School only**: 24 hours in the content area

*If you checked 1, 2, **and** 3 (including 3.a, 3.b, 3.c or 3.d) above, under federal guidelines you are considered **highly qualified**. If you were not able to mark 3.a, 3.b, 3.c or 3.d, please complete rubric to verify that your existing qualifications meet the requirements of the* No Child Left Behind Act.

I attest to the factual completion of this evaluation.

_____   _____
Signature of Teacher   Date

_____
Printed Name of Principal

_____   _____
Signature of Principal   Date

Rubric For Arizona's Highly Objective Uniform State Standard of Evaluation (All selected activities must be specific to content area being taught)

Years of Experience Teaching in the Content Area	College Coursework in the Content Area	Professional Development and Activities related to the Content Area	Service related to the Content Area	Awards, Presentations, Publications related to the Content Area

- Elementary level includes teaching experience in an elementary classroom
 	
- Middle and High School level includes teaching experience in the content area being taught
	Must be specific to content area being taught:
	
	Elementary:
	- Course work in the elementary content areas
	- Methods courses in the elementary content areas (9 credit hours only)
	- Course work in child development (3 credit hours only)
	
	Middle School:
	- Content area courses (Maximum of 3 credit hours in each of the following areas):
	  - Methods courses related to core academic content area
	  - Early adolescent psychology
	  - Middle School curriculum
	
	High School:
	- Content area coursework as identified in the Arizona Academic Standards:
	  - Language Arts (reading & English)
	  - Mathematics
	  - Science
	  - Social Studies
	  - Foreign Languages
	  - The Arts (see Glossary)
	
	Special Education:
	- Course work in the special education content areas
	- Methods courses in the special education content areas (9 credit hours only)
	- Course work in child development (3 credit hours only)
		Must be specific to the content area (list is not inclusive):
		
		- Served on a committee that developed, selected or evaluated academic standards
		- Served on a committee that developed, selected or evaluated professional teaching standards
		- Served on a committee that developed, selected or evaluated curriculum
		- Served on a committee that aligned local academic standards with state standards
		- Served on a committee that developed, validated or evaluated academic assessments
		- Participated in regional, state or national professional conferences/ seminars/ workshops
		- Participated in district approved professional development activities in content area
		- Completed all assessments for National Board Certification (20 points)
			Must be specific to the content area:
			
			- Chair/team leader
			- Mentor teacher
			- Cooperating teacher for student teacher
			- Leadership position in a regional, state, or national professional organization
			- Instructor at an Institute of Higher Ed. in course related to the content area
			- Presentations at the school/ district level in areas related to the content area
				Must be specific to the content area:
				
				- Recipient of a State or National Award
				- Presentations at regional, state or national professional organization meetings
				- Article in regional, state, or national journal

10 points per year. Maximum=50 points.	4 points per credit hour	5 points per documented activity (within the past 10 years)	5 points per year per documented service Maximum =30 pts.	5 points per documented activity Maximum=30 points
# Years:	# Sem. Cr. Hrs:	# Activities:	# Services:	# Activities:
Totals	Totals	Totals	Totals	Totals

A score of 100+ points = Highly Qualified   **GRAND TOTAL: _____**

Arizona's NCLB Goals and Indicators

1. **By 2013-2014, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.**

   1.1 The percentage of students who are at or above the proficient level in reading on AIMS in the following categories, as required by Section 1111(h)(1)(C)(i):

- in the aggregate,	- disability status,
- race,	- migrant status,
- ethnicity,	- English proficiency, and
- gender,	- economically disadvantaged status.

   1.2 The percentage of students who are at or above the proficient level in mathematics on AIMS in the following categories, as required by Section 1111(h)(1)(C)(i):

- in the aggregate	- disability status,
- race,	- migrant status,
- ethnicity,	- English proficiency, and
- gender,	- economically disadvantaged status.

   1.3 The percentage of Title I schools that make adequate yearly progress.

2. **All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics.**

   2.1 The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

   2.2 The percentage of limited English proficient students who are at or above the proficient level in reading on AIMS, as reported for performance indicator 1.1.

   2.3 The percentage of limited English proficient students who are at or above the proficient level in mathematics on AIMS, as reported for performance indicator 1.2.

3. **By 2005-2006, all students will be taught by highly qualified teachers.**

   3.1 The percentage of classes being taught by "highly qualified" teachers (see Section 9101(23)), in the following categories:

   - in the aggregate and
   - in "high-poverty" schools ($\leq$ 21% - See Section 1111(h)(1)(C)(viii)).

   3.2 The percentage of teachers receiving high-quality professional development (as defined in Section 9101 (34)).

   3.3 The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in Section 1119(c) and (d)).

4. **All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**

   4.1 The percentage of students who carried a weapon on school property.

   4.2 The percentage of students who engaged in physical fights on school property.

   4.3 The percentage of students who were offered, sold, or given an illegal drug on school property.

Arizona's NCLB Goals and Indicators (continued)

5. All students will graduate from high school.

    5.1   The percentage of students who graduate from high school each year with a regular diploma, calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data, in the following categories:

- in the aggregate,
- race,
- ethnicity,
- gender,
- disability status,
- migrant status,
- English proficiency, and
- economically disadvantaged status.

    5.2   The percentage of students who drop out of school, calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data*, in the following categories:

- in the aggregate,
- race,
- ethnicity,
- gender,
- disability status,
- migrant status,
- English proficiency, and
- economically disadvantaged status.

*The NCES' definition of "high school dropout," - a student in grades 9-12 who

(a)   was enrolled in the district at sometime during the previous school year;

(b)   was not enrolled at the beginning of the succeeding school year;

(c)   has not graduated or completed a program of studies by the maximum age established by the state;

(d)   has not transferred to another public school district or to a non-public school or to a state-approved educational program; and

(e)   has not left school because of death, illness, or school-approved absence.

Arizona's NCLB Final LEA Consolidated Plan
Professional Development Template

Title II-A Program (Section 2101)

A. How did you select the members of your professional development team?
   a. Are all stakeholders represented and what are their positions?

B. What data were used to determine your professional development needs?

C. What do the results of your needs assessments tell you about your student, instructional staff, and administrative professional development needs?

D. If you are using Title II-A funds to reduce class size, on what data are you basing this decision?

E. Discuss your class size reduction plan (including grades and teachers impacted) and the student achievement results that show the effectiveness of class size reduction.

F. What are your goals for professional development? (If any or all of your instructional staff is not considered highly qualified under NCLB, one of your goals must be to increase the number of staff considered highly qualified.)
   a. What are your benchmarks (include a timeline) for each goal?

G. What are your planned activities?

H. How will your professional development activities meet the needs of students? Staff?
   a. What scientifically based research was used to select these activities?
   b. What is the projected impact of these professional development activities on student achievement?
   c. How will you track implementation of professional development activities in the classroom?
   d. How will you provide support and review of the success of activities in order to refine your professional development plan?

I. What other program funding resources will be used to coordinate with and support the Title II-A funds?
   a. What professional development needs of the LEA staff (teachers, principals, and paraprofessionals) will be met with these coordinated funds?

J. How will you measure the success of each of your professional development goals and the supporting activities?
   a. What data sources and collection methods will be used?

K. How will you communicate your professional development plan to stakeholders?

L.   How will you keep records of professional development decisions in order to guide further decisions?

M.   How are Title II funds being used to increase the number of highly qualified teachers and paraprofessionals?

N.   If funds are targeted to schools in school improvement, describe how these funds support the school improvement plans at each school.

PD Planning Guide Templates

Step 1 – Form Planning Team

1.1 Select Team Members

How will teachers, paraprofessionals, parents, principals, and others collaborate to write the plan? List the members of the PD planning team.

Name	School / District / County	Position	Interests / Strengths

1.2 Determine Roles and Duties

List leadership roles, who is assigned to the role and their responsibilities.

Who will lead the process, set the agenda, collect materials, and prepare for the next meeting? Who will create the standard agenda format? Who will facilitate meetings to ensure that agenda items are covered within time limits? Who will record progress and keep group history? Who will communicate the progress to others?	Role	Team Member Name	Responsibilities

1.3 Determine the Process

How often will you meet, what will the length of meetings be, and who will schedule meetings, develop agendas, and notify participants?	
How will decisions be made–by command, consultation with others, vote, or consensus? How will disputes be resolved? What is the power of the decisions—binding or recommendation to others?	

1.4 Include Other Stakeholders

What other individuals or groups will have input into the design process through surveys, focus groups, review of drafts, etc? Identify how each individual or group will be involved. How will the group communicate with these stakeholders?	Individual / Group	Involvement

Who has the authority to approve the final professional development plan at the local level? How will this person or group be involved in the process of developing the plan?	Individual / Group	Involvement

	Individual / Group	Progress Update	Responsible Person
Who will the PD team keep informed of its design decisions and progress?			

Step 2: Identify Needs

2.1   Review previously established intentions

- Collect relevant mission and vision statements.
- Using the documents collected, circle the words or phrases that represent key components or commitments. Write them in the first column below.
- Verify that you are accomplishing your commitments by writing the evidence that you have relevant to each aspect of your mission.
- Write the evidence that you need in order to determine whether you have met your commitments. Determine if any additional evidence is needed in order to verify student results and add that to the "Evidence We Need" column.
- Determine if changes need to be made in the mission, vision. and goal statements. Indicate whether you will retain the existing mission or goals, revise them, or abandon them.

What We Say	Evidence We Have	Evidence We Need	Retain, Revise, or Abandon

Review previously established initiatives and related interventions

- List existing initiatives and their related interventions. Write them in the first two columns below.
- Verify you are accomplishing your commitments and that they are having the intended impact by writing the evidence that you have relevant to each initiative/intervention.
- Write the evidence that you need in order to determine whether you have met your commitments. Determine if any additional evidence is needed in order to verify student results and add that to the "Evidence We Need" column.
- Determine if changes need to be made in the initiatives and associated interventions. Indicate whether you will retain the existing initiatives and interventions, revise them, or abandon them

Initiatives	Interventions	Evidence We Have	Evidence We Need	Retain, Revise or Abandon

2.2   Collect and analyze student data

What data do we have to inform us?				
What is being measured?				
Which students are involved?				
What areas are at or above expectations?				
What areas are below expectations?				
What patters do we see in the data?				
How did subpopulations perform?				
What are areas for Improvement?				

2.3 Determine student achievement priorities		
Summarize the student achievement needs identified. What are the patterns you see across the data? What items stand out as being particularly troublesome?		
Which areas for improvement have the potential to leverage the greatest increase in student achievement?		
Which student achievement areas will have the highest priority? Describe in detail the education agency's specific student achievement needs that will be addressed with this PDP.	Student Achievement Priorities	Detailed Description of Each Priority
Which students will be impacted? Explain why these areas were selected	Which students will be impacted?	Explain why each area was selected.
What are the causes of underachievement in the areas selected? Consider curriculum, instruction, assessment, alignment, highly qualified teachers, etc.	Student Achievement Priorities	Causes of Underachievement

2.4 Determine educator development needs

Determine roles of those that impact student achievement in each priority. Determine what members of each group want to learn to help them become proficient in this area. Summarize these perceptions for each priority	Student Achievement Priority #1	
	Role of Respondent	Perception of what respondent needs to know and be able to do to increase student achievement
	Student Achievement Priority #2	
	Role of Respondent	Perception of what respondent needs to know and be able to do to increase student achievement
Determine observed skills/competencies that members of each group need to learn to help them become proficient in this area using evidence of actual performance. Summarize this data for each priority.	Student Achievement Priority #1	
	Role	Actual skills/competencies needed in order to increase student achievement
	Student Achievement Priority #2	
	Role	Actual skills/competencies needed in order to increase student achievement
Summarize the educator development needs identified. What are the patterns you see across the data? What items stand out as being particularly troublesome?		
Which development areas have the potential to leverage the greatest increase in student achievement?		
Which development areas will have the highest priority? Which teachers will be impacted?		

Why were these educator development areas selected?			
If you are using Title II-A funds to reduce class size, on what data are you basing this decision? Describe the student achievement results that show the effectiveness of class size reduction			
If you are using Title II-A funds to reduce class size, discuss your plan, including grades, teachers, and amount of class size reduction.	Grade	Teacher	# of Students in Original Class	# of Students in Reduced Class

Step 3: Set Goals

3.1	**Use priorities to establish student achievement goals**
Identify the Student Achievement Priority goals for each priority.	Student Achievement Priority #1 Goal(s)
	Student Achievement Priority #2 Goal(s)

3.2	**Establish related professional development goals based on student achievement priorities and educator needs assessment**
3.3	**Establish benchmarks for each professional development goal**

Identify professional development goals related to each student achievement goal. Establish benchmarks for each professional development goal	**Student Achievement Priority #1** Professional Development Goal #1:
	Professional Development Goal #1 Benchmarks
	Student Achievement Priority #2 Professional Development Goal #2:
	Professional Development Goal #2 Benchmarks
	Student Achievement Priority #3 Professional Development Goal #3: *All teachers and paraprofessionals will meet requirements to be considered "highly qualified" according to ADE specifications within the timelines specified in law.*
	Professional Development Goal #2 Benchmarks

Step 4: Strategic Design

4.1	Plan process for selecting professional development content and activities at each organizational level
How will you select professional development content and activities for the county, district, school or other organizational level?	
How will teachers, paraprofessionals, parents, principals, and others collaborate in the activities planned?	

4.2	Conduct analysis of research-based interventions
Which intervention most directly addresses our student achievement and professional development goals?	
Which interventions are successfully being used in schools similar to ours? If our school's characteristics do not match those of schools in which there is a high level of success, what are the key differences? Will an intervention be developed to fit our needs?	
Which interventions are showing the greatest success in terms of increasing student achievement?	
How will these activities assist in eliminating the achievement gap between low-income and minority students and other students?	

4.3   Select, modify, or develop an intervention

Which intervention(s) have been selected/developed? Why has this particular intervention been selected? What aspects of the intervention might need to be modified to fit our needs?		Intervention(s)	Reasons for Selection	Modifications Needed
	PD Goal #1			
	PD Goal #2			
	PD Goal #3			

	Intervention Content and Processes	Link with Program Goals and Benchmarks
Describe how the intervention content and processes link with your program goals and benchmarks.		

Describe how the planned interventions connect with student academic standards, staff development standards, effective teaching standards, and leadership standards?	

4.4   Professional Development Plan

Content (What)			Processes (How)	Context (Who, where, When)						Resources	
Initiatives	Interventions	Activities	Model	Participants	Leaders	Provider	Location	Dates		Costs	Funding Source

Step 5: Identify Resources and Support

5.1 Identify funding sources and targeted uses				
Funding Source	Targeted Uses	Total Budget	% Allocated for PD	Total Amount for PD
Title I-A				
Title II-A				
Title II-D				
Title III				
Title IV				
Title V				
IDEA				
Carl Perkins Career and Technology				
Early Childhood State Block Grant				
Other Federal or State Funding				
Foundations or Other Grants				
Community Resources				
Private Sector Partnerships				
Other Resources				
How will you ensure that Title II-D funds will be integrated with Title II-A Funds to train teachers to integrate technology into their curricula and instruction?				

5.2 Identify non-financial supports needed and how those will be attained	
Organization policies	
Resources	
Protection from intrusion	
Openness to experimentation and alleviation of fears	
Collegial support	
Administrative leadership and support	
Recognition of success	
Provision of time	

Step 6: Establish Accountability System

6.1   Identify Program Performance Measures and baseline data for each professional development goal/benchmark

6.2   Identify data collection and analysis plans

	Professional Development Goal #1:					
What are the program performance measures, baseline data, and data collection and analysis plans related to Goal #1?	Benchmarks	Program Performance Measures	Baseline Data	Data Source	Data Collection Method/ Instrument	Person Responsible for Data Collection and Analysis

	Professional Development Goal #2:					
What are the program performance measures, baseline data, and data collection and analysis plans related to Goal #2?	Benchmarks	Program Performance Measures	Baseline Data	Data Source	Data Collection Method/ Instrument	Person Responsible for Data Collection and Analysis

	Professional Development Goal #3:					
What are the program performance measures, baseline data, and data collection and analysis plans related to Goal #3?	Benchmarks	Program Performance Measures	Baseline Data	Data Source	Data Collection Method/ Instrument	Person Responsible for Data Collection and Analysis

6.3   Plan to report findings

Determine who will summarize findings and who, when, and how people will be informed	Who will summarize results and develop a report of findings?	Who will be informed of findings?	How will these findings be reported?	When will findings be reported?

Step 7: Communicate Plan

7.1 Communicate plan to stakeholders	
Describe your program by thinking about your audience, your communication goals, and how your program is organized and managed.	
Describe how teachers will improve their ability to teach students with different learning styles, improve student behaviors, involve parents, and understand and use data and assessments to improve classroom practices and student learning.	
Upload or attach your sample communication product here. Briefly describe the product. When and how will it be used?	
What other plans do you have for communicating the PDP to parents, staff, students, and the community at large?	

7.2 Keep planning and implementation records to guide future decisions and inform others	
Describe how you will keep records of professional development planning and implementation decisions.	
Describe how you will keep planning and implementation materials organized and available to others.	

Step 8: Manage for Continuous Improvement

8.1 Implement	
Who will lead the implementation of the professional development plan? How will they ensure that the research-based interventions are implemented with fidelity?	

8.2 Evaluate results	
Who will lead the implementation of the evaluation system? Who will make regular reports on the implementation progress to the PDP team?	

8.3 Refine	
Who will make decisions about and implement professional development improvements?	

8.4 Report back	
How will implementation and evaluation successes and challenges be reported to the PDP team? How will successes be celebrated and who will be responsible?	

Professional Development Planning Guide
Feedback Form

Please provide any feedback for the planning guide in general and each of the steps specifically. Your feedback will provide information to refine and further develop the guide as a tool to assist in planning professional development.

1. How many people participated on your Professional Development Planning team?

   _____

2. What groups of stakeholders were included in your planning process?

   _____

3. How many schools, districts, or other organizations collaborated on the development of your plan?

   _____

4. How many of your organization's members have attended training on the use of the Professional Development Planning Guide?

   _____

5. What were the challenges and obstacles that you faced as you developed your plan?

   _____

6. Have you been able to implement your plan?

   _____

7. What were the challenges and obstacles that you faced as you have implemented your plan?

   _____

8. Rate the overall usefulness of the guide to helping you create your Professional Development Plan?

   1 Not Useful   2 Not Very Useful   3 Somewhat Useful   4 Useful   5 Very Useful

9. If you could change one thing about this guide what would it be?

   _____

10. Other comments:

    _____

	Evaluate the Steps	Steps that should be included or eliminated	Additional clarification or text needed	Suggested changes for Reporting Back section
Step 1: Form Planning Team	1.1 Select team members 1.2 Determine roles and duties 1.3 Determine the process 1.4 Include other stakeholders			
Step 2: Identify Needs	2.1 Review previously established intentions 2.2 Collect and analyze student data 2.3 Determine student achievement priorities 2.4 Determine educator development needs			
Step 3: Set Goals	3.1 Use priorities to establish student achievement goals 3.2 Establish Professional Development goals 3.3 Establish benchmarks			
Step 4: Strategic Design	4.1 Plan process for selecting Professional Development content and activities at each organizational level. 4.2 Conduct analysis of research-based interventions 4.3 Select, modify, or develop an intervention 4.4 Professional Development Plan			

	Evaluate the Steps	Steps that should be included or eliminated	Additional clarification or text needed	Suggested changes for Reporting Back section
Step 5: Identify Resources and Support	5.1 Identify funding sources and targeted uses 5.2 Identify non-financial supports needed			
Step 6: Establish Accountability System	6.1 Identify Program Performance Measures and baseline data for each professional development goal/benchmark 6.2 Identify data collection and analysis plans 6.3 Plan to reporting findings			
Step 7: Communicate Plan	7.1 Communicate plan to stakeholders 7.2 Keep planning and implementation records to guide future decisions and inform others			
Step 8: Manage for Continuous Improvement	8.1 Implement 8.2 Evaluate results 8.3 Refine 8.4 Report back			

Return this feedback form to:

Professional Development Leadership Academy   Fax (602) 364-1115
Arizona Department of Education   Email: Mpodraz@ade.az.gov
1535 West Jefferson Street
Phoenix, Arizona 85007

Glossary and Acronyms

Accountability

The formative and summative evaluation conducted for the purpose of reporting to organizations with supervisory or funding responsibility.

Achievement gap

The difference between the actual student achievement levels assessed and the desired student achievement levels, including comparisons between subpopulations and the general student population.

Activities

The educational experiences that are intended to stimulate learning.

Assessment

An instrument, tool or activity used to determine the value, amount or extent of change or improvement.

Baseline

A multi-year display of data with two parts: an historical part which shows where we've been, and a forecast part that shows where we are headed if we stay on our current course. Baselines allow us to measure our results by indicating whether our performance measures are higher, the same, or lower following intervention.

Benchmark

A point of reference imbedded within a goal from which measurements may be made. A Benchmark serves as a measure, which is supported by data and helps quantify and qualify the achievement of the goal. For example, a benchmark might be the percent of educators who completed coursework and who apply the gained knowledge or skills in the classroom (i.e., is anyone better off?). Other words for benchmark are indicator, milestone, and objective.

Capacity building for professional development

The collaborative process of developing an adaptable, dynamic, and sustainable infrastructure to design, implement, manage, and evaluate effective professional development, which ultimately results in increased student achievement. The driving force behind the infrastructure is broad-based, knowledgeable, and skillful leadership in professional development.

Collection methods

Include tests, surveys, interviews, focus groups, logs, observations, rating scales and collection of documents and other artifacts.

Competencies

Specific knowledge or skills.

Content

Refers to the "what" of staff development. Content decisions begin with an examination of what students must know and be able to do. Staff development content addresses the knowledge and skills that ensure all students are successful (NSDC, p. 2).

Content areas or subject areas

Termed "core academic subjects" in NCLB and specifically means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography.

Context

Addresses the organization, system, and culture in which the new learning will be implemented. They describe the structures that must be in place for successful learning to occur (NSDC, p. 2).

Continuous improvement cycle

The ongoing phase of implementation, evaluation, refinement and reporting back to stakeholders.

Data

Factual information used as a basis for reasoning, discussion, or calculation. Sources of data include (but are not limited to) student test scores, interviews, focus groups, observations, documents and archival data, the census, budgets, strategic plans, proposals, research, evaluations, meeting minutes, critical incident records and suggestion box responses.

Data-driven decision-making

Refers to collecting, analyzing and interpreting data, making informed strategic decisions based on the results.

Data source

Refers to whom data might be collected on, including students, teachers, principals, central office administrators, parents, and other community members.

Evaluation

The systematic, purposeful process of studying, reviewing, and analyzing data gathered from multiple sources in order to make informed decisions about a program (Killion, p. 147).

Evidence

Data that serves to answer an evaluation question and to support findings about a program (Killion, p. 148).

Formative evaluation

The analysis of how the staff development program operates, its implementation, and potential barriers; formative evaluation is undertaken to improve the program (Killion, p. 149).

Framework

An organized structure that assists us to see the relationships and interactions between and within a given set of related concepts.

Goal

The end toward which effort is directed, the result or outcome of the effort.

Highly Qualified

Teachers must hold a bachelor's degree, hold a valid state certificate, and pass a state content area test or hold an advanced degree in the content area or hold National Board Certification in the content area or have completed 24 hours in the content area.

Indicator

(see benchmark).

Initiatives

Groups of programs, interventions or activities that are designed to address a particular area of need.

Intentions

Initiatives, goals and plans designed to have an impact or produce change.

Intervention

The staff development program designed and implemented to address the identified needs (Killion, p. 150).

Job-embedded

Professional development occurs during the school day, is sustained over time and is directly related to job responsibilities. Job-embedded learning involves patterns of learning by doing, reflection, and sharing with others.

LEA (Local Education Agency)

A charter school or school district.

Learning community

A group in which members commit to ongoing learning and participate in learning experiences with a deliberate intent to transform teaching and learning at their school or within their district (Killion, p. 150).

Milestone

(see benchmark).

Models of professional development

The options that educators have to enhance their professional knowledge and skills including training, observation/assessment, involvement in a development/improvement process, study groups, inquiry/action research, individually guided activities and mentoring.
NCLB (No Child Left Behind Act of 2001)
Reauthorized the federal government's Elementary and Secondary Education Act of 1965.

Needs assessment

A systematic way of describing how things are working and an exploration of the ways they could work more effectively. Needs assessments help identify the most pressing problems, target the use of limited resources in the most effective ways, and help identify solutions.

NSDC (National Staff Development Council)

A nonprofit educational association with 10,000 members who are primarily district administrators, principals, and teachers committed to high levels of learning and performance for all students and staff members.

Objective

(see benchmark).

Observed needs

Needs that are based on observable evidence, such as documentation, records of observations, assessments, etc.

Outcomes

The end impact, effect, product, or result.

Participants

Adults who are engaged in the staff development program (Killion, p. 151).

PDLA (Professional Development Leadership Academy)

A group of education professionals that has been working to increase students learning through professional development since January 2000. The PDLA offers training to public education agencies in the areas of professional development standards, models of professional development, evaluation of professional development, and also offers assistance in the development of a professional development plan that meets the criteria of the No Child Left Behind Act of 2001.

PDP (Professional Development Plan)

The document that represents the planning phase of a professional development program.

PEA (Public Education Agency)

A traditional school district, charter school, county school office, consortium, or partnership that operates on behalf of the education of Arizona's public school children.

Perceived needs

Needs that are apparent to stakeholders through personal experience.

Planning evaluation

An evaluation conducted before a staff development program is designed to determine the needs of potential participants or social conditions the staff development program should address (Killion, p. 151). A needs assessment is a part of the planning evaluation.

Process

Refers to the "how" of staff development. It describes the learning processes used in the acquisition of new knowledge and skills. Process standards address the use of data, evaluation, and research (NSDC, p. 2).

Professional Development

Defined in NCLB [Section 9101(34)] as:

1. Includes activities that:
   a. Improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
   b. Are an integral part of broad school wide and district wide educational improvement plans;
   c. Give teachers, principals and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
   d. Improve classroom management skills;
   e. Are high quality, sustained, intensive and are not 1-day or short-term workshops or conferences;
   f. Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
   g. Advance teacher understanding of effective instructional strategies that are;
      i. Based on scientifically based research (expect that this sub clause shall not apply to activities carried out under Part D of Title II); and

     ii. Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and

  h. Are aligned with and directly related to:

     i. State academic content standards, student academic achievement standards, and assessments; and

     ii. The curricula and programs tied to the standards described in sub clause (a) [except that this sub clause shall not apply to activities described in clauses (ii) and (iii) of Section 2123(3)(B)];

  i. Are developed with extensive participation of teachers, principals, parents and administrators of schools to be served under this Act;

  j. Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

  k. To the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom it improve teaching and learning in the curricula and core academic subjects in which the teachers teach;

  l. As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

  m. Provide instruction in methods of teaching children with special needs;

  n. Include instruction in the use of data and assessments to inform and instruct classroom practice; and

  o. Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

2. May include activities that;

  a. Involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;

  b. Create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Part A of Title I) to obtain the education necessary for hose paraprofessionals to be come certified and licensed teachers; and

  c. Provide follow-up training to teachers how have participated in activities described in subparagraph (A_ or another clause of this subparagraph that is designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom [Title IX, Part A Section 9101(34)].

Program

A set of related resources and professional learning activities directed toward student achievement (Killion, p. 152).

Program performance measure

A measure of the effectiveness of the program.

Providers

Those individual or groups that deliver a professional development activity or program.

Research-based

Refers to programs or practices that have been shown to be effective through research.

Result

The end impact, effect, product or outcome.

Results-based or results-driven

Refers to professional development and school improvement that is based on and moves towards the end goal of increased student achievement.

Scientifically based research and practice

Employed systems of teaching and learning that are researched and proven to be successful or effective. The ESEA (No Child Left Behind) defined "scientifically based research" for *reading*, which may also be applied to other disciplines. This definition follows:

The term scientifically based reading research means research that
   (a) applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties; and
   (b) includes research that
      I. employs systematic, empirical methods that draw on observation or experiment;
      II. involves rigorous data analysis that are adequate to test the stated hypotheses and justify the general conclusions drawn;
      III. relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
      IV. has been accepted by a peer-review journal or approved by a panel of independent experts through a comparatively rigorous, objective and scientific review.

Skills

Strategies and processes to apply knowledge (Killion, p. 153).

SMART goals

Goals written to strategic and specific, measurable, attainable, results-based and time bound. SMART is an acronym that assists us in writing clear and specific goals.

Stakeholders

Individuals or groups with an interest in the staff development program. They might be school or district staff, school board members, community members, or public or private funders (Killion, p. 153).

Standards

The explicit criterion that defines the program's acceptable performance (Killion, p. 153).

Sub-populations

Student groups categorized by economic status, race and ethnicity, students with disabilities, and English language learners. Under NCLB requirements data for these sub-populations are required to be disaggregated to analyze progress for each group in comparison to the larger groups.

Summative evaluation

The analysis of a staff development program to determine its impact (Killion, p. 154).

Title I

A portion of the NCLB Act aimed to improve the academic achievement of the disadvantaged.

Title II

A portion of the NCLB Act. The Title II programs focus on preparing, training, and recruiting high-quality teachers and principals and requires States to develop plans with annual measurable objectives that will ensure that all teachers teaching in core academic subjects are highly qualified by the end of the 2005-2006 school year.

Title III

A portion of the NCLB Act designed to support language instruction for limited English proficient and immigrant students.

Title IV

A portion of the NCLB Act that supports safe and drug-free schools and out of school time programs through 21st Century Schools programs.

Title V

A portion of the NCLB Act designed to promote informed parental choice and innovative programs.

Professional Development Resources

Associations

National Staff Development Council
www.nsdc.org

Association for Supervision and Curriculum Development
www.ascd.org

Arizona Education Association
www.arizonaea.org

National Education Association
www.nea.org

Council of Chief State School Officers
http://ccsso.org

Federal and State Governments

Arizona Department of Education
www.ade.state.az.us

Training and event calendar
www.ade.state.az.us/onlineregistration/calendar/RenderCalendar.asp

Professional Development Leadership Academy
www.ade.state.az.us/ess/pdla

U S. Department of Education
www.ed.gov

No Child Left Behind
www.nclb.gov

Publications

Arizona Education Association. (2003). Professional development to improve teaching practice and student learning: Position paper*. www.arizonaea.org/frame.html.*

National Staff Development Council. Journal of staff development. *Oxford, OH: NSDC.*

Association for Supervision and Curriculum Development. Educational leadership*. Alexandria, VA: ASCD.*

Guskey, T. R. (2000). Evaluating professional development*. Thousand Oaks, CA: Corwin Press.*

Hassel, E. (1999). Professional development: Learning from the best*. Oak Brook, FL: North Central Regional Educational Laboratory.*

Joyce, B., & Showers, B. (1988). Student achievement through staff development*. White Plains, NY: Longman.*

Killion, J. (1999). <u>What works in the middle: Results-based staff development</u>. *Oxford, OH: National Staff Development Council. www.nsdc.org.*

Killion, J. (2002). <u>Assessing impact: Evaluating staff development</u>. *Oxford, OH: National Staff Development Council.*

National Staff Development Council. (2001). <u>Standards for staff development</u>. *Oxford, OH: NSDC. www.nsdc.org/educatorindex.htm*

Sparks, D. (2003). <u>Designing powerful professional development for teachers and principals</u>. *Oxford, OH: National Staff Development Council. www.nsdc.org.*

Regional Educational Laboratories

Appalachian Educational Laboratory (AEL)
www.ael.org
Specialty: Educational Technology

North Central Regional Educational Laboratory (NCREL)
www.ncrel.org
Specialty: Educational Technology

Northwest Regional Educational Laboratory (NWREL)
www.nwrel.org
Specialty: Re-engineering Schools

Mid-Continent Regional Educational Labortory (McREL)
www.mcrel.org
Specialties: Standards-based Instructional Practice

Pacific Resources for Education and Learning (PREL)
www.prel.org
Specialty: Curriculum and Instruction Related to Reading and Language Mastery

Northeast and Islands Laboratory at Brown University (LAB)
www.lab.brown.edu
Specialty: Teaching Diverse Students

Mid-Atlantic Laboratory for Student Success (LSS)
www.temple.edu
Specialty: Educational Leadership

South Eastern Regional Vision for Education (SERVE)
www.serve.org
Specialty: Early Childhood Education

Southwest Education Development Laboratory (SEDL)
www.sedl.org
Specialty: Family and Community Involvement

Western Regional Educational Laboratory (WestEd)
www.wested.org
Specialty: Assessment of Educational Achievement

Websites

Arizona K-12 Center
www.azk12.nau.edu

Knowledge Loom
http://knowledgeloom.org

National Board for Professional Teaching Standards
www.nbpts.org

National Foundation for the Improvement of Education
www.nfie.org

Smart Goals

According to Conzemius and O'Neill (2002), SMART goals are very effective tools for making the connection between learning and improvement. There are five components to a SMART goal:

- **S**trategic and **S**pecific

- **M**easurable

- **A**ttainable

- **R**esults-based

- **T**ime Bound

S<u>trategic</u> goals are linked to strategic priorities that are part of a larger vision of success for the entire school and district. **Strategic** and **specific** mean that these goals will have both broad-based and long-term impact because they are focused on the specific needs of the students for whom the goal is aimed.

- For example, strategic goals are determined, in part, from the analysis of student achievement and behavioral data. This data should be disaggregated to illustrate commonalities and differences among student groups.

M<u>easurable</u> means knowing *whether* the actions made the kind of difference that the team desired: the ability to measure change in terms of results. Measurement can and should occur in a number of different ways using a variety of different tools and strategies. Seeing a consistent pattern of results across a variety of measurements gives the school team greater confidence that their actions truly have made a difference.

- For example, teams would use state assessment data, Stanford 9, district or school performance measures, discipline referrals, or other instruments that measure performance, outcomes, or results.

A goal needs to be **A**<u>ttainable</u>: within the realm of the school's influence or control and doable given current resources. To know whether a goal is attainable, the school leadership team must know the starting point (baseline), how much time the school has to accomplish the goal, and what kinds of resources the school has to make the necessary changes. Setting a goal that is attainable then becomes an art of balancing the degree of stretch that will make the goal compelling without making it unattainable.

SMART goals are **R**<u>esults-based</u>: aimed at specific outcomes that can be measured or observed. Results-based goals define not only what is expected, but they also communicate a desired end point. Results could come in the form of student achievement in a particular content area, a percentage of students who improve in a certain area, or as a demonstration of learning that can be defined and measured by a performance rubric or clear set of criteria. Many school people confuse "activity" with "results". They place into their school improvement goals the "means" they will use to accomplish the goal such as implementing a new mathematics program or using cooperative learning

strategies rather than describing the outcome they expect for students. Results-based means a clear and specific description of the results of the school's activities.

Finally, SMART goals are **T̲i̲m̲e̲-̲b̲o̲u̲n̲d̲**. Building a time element into a goal helps the school determine attainability. But even more importantly, agreeing on a time frame for achieving the goal helps keep it a priority. It makes the goal more compelling by giving it some urgency. Having a time limit as part of a goal makes it imperative that the school leadership team periodically checks how well or swiftly the school is progressing toward the goal. This urgency helps to keep the goal a dynamic part of the improvement process.

In short, SMART goals let us monitor which of our efforts is making a difference and by how much. For example, here is a SMART goal from a middle level school:

– *Within the next two years, increase by 50% the number of 6th and 7th grade students scoring at meets or exceeds levels in reading and mathematics.* (Currently, only one third of the students score at those levels).

This goal is

– Specific and strategic: It deals with students in grades 4 and 5 and with reading and mathematics skills, both of which are strategic priorities in the school and district.

– Measurable: The school knows how many students have scored at the desired levels in the past, and therefore, can easily compute whether the figure increases by 50%

– Attainable: It is neither so conservative to be uninspiring nor so high that people will think it is impossible to achieve.

– Results-based: It describes the outcome (higher reading and mathematics scores), not a process or activity that might contribute to that goal, such as implementing a reading program.

– Time-bound: It provides a timeframe to achieve the goal: within the next two years.

Because SMART goals provide the basis for assessing progress and a tool for assuring that school efforts are focused on strategically important targets, they become the engine that drives continuous improvement and learning.

Measurable Goals Checklist

☐ Strategic and Specific:

- Based on analysis of data

- Deemed a priority goal within the district and school

- Indicates specific groups of students, content areas, behaviors

☐ Measurable

- Specific instruments are identified to measure impact

☐ Attainable

- Doable, realistic without being uninspiring

- Compelling goal—without causing people to lose their motivation

☐ Results-Driven

- Describes a specific outcome—not activities to accomplish those outcomes

- Describes goal in terms student learning/achievement results.

- Does not confuse "ends" with "means."

☐ Time Bound

- Specifies when the goal will be accomplished—when it will be measured to determine impact.